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ABSTRACT

The National Diffusion Network provides a model for the adoption of outstanding educational programs. This second volume of the Final Report on the Evaluation of the National Diffusion Network consists of a series of technical supplements to Volume I, which contains the findings and recommendations. These technical supplements provide details of the evaluation methodology, the statistical treatment of evaluation evidence, and the survey instrumentation. Data from the questionnaires completed by participants have been tabulated, and are included. (MV)

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Final Report *May 1977*

EVALUATION OF THE NATIONAL DIFFUSION NETWORK
VOLUME II: TECHNICAL SUPPLEMENT

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PREFACE

This second volume of the "Final Report on the Evaluation of the National Diffusion Network" consists of a series of technical supplements to Volume I of the report. These technical supplements pertain to details of the evaluation design and methodology, of the statistical treatment of evaluation evidence, and of survey instrumentation and returns tabulations. The technical and statistical information in this volume is provided to support findings and recommendations presented in Volume I.

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CHAPTER 1

EVALUATION DESIGN AND METHODOLOGY

In this chapter we present the basic design and methodological features of the national evaluation of the National Diffusion Network (NDN). This includes a review of the basic diffusion model represented by the NDN, as well as descriptions of the evaluation paradigm developed to investigate this model, of the basic design characteristics of our evaluation, and of the data gathering instruments and procedures. This chapter concludes with a brief description of data processing, reduction, and quality control procedures employed in the treatment of evaluation evidence.

NDN Model

As described in Volume I of this report, and in earlier reports issued on this study (Emrick, 1976), the NDN employs a highly interactive dissemination approach. The goal of the approach is change in the form of program adoptions. The targets for the approach are local schools (both public and nonpublic), the resources are innovations, approved by the Joint Dissemination Review Panel (JDRP), and the process involves a succession of interactions with local schools, ultimately leading to adoption of one or more innovations.

The Evaluation Paradigm

The purpose of this evaluation was to describe and clarify the approach, and to explain if, how, and why it succeeds. Our evaluation addresses the following general questions:

- To what extent is the NDN attaining its goals?
- What are the major components and processes of this approach?

- How do characteristics of these components and processes act separately and in combination to influence characteristics of adoptions?
- What implications do findings from the above questions have for current and future Office of Education (OE) dissemination policy?

In other words, our evaluation objectives were fourfold:

(1) To provide a comprehensive description of the evolution, organization, objectives, and operating procedures of the NDN;

(2) To describe NDN diffusion/adoption processes and provide insight into how these processes influence adoptions;

(3) To evaluate the organizational effectiveness of the NDN and supporting components;

(4) To conduct policy analyses on evaluation findings and to advance specific recommendations regarding the continuation of the NDN.

The evaluation approach we selected as most appropriate to these goals was an input-process-outcome analysis of the approach over a one-year period. Extensive review, both of literature on innovation and change, and of the emergence and evolution of the NDN, led to the following seven categories of components as the primary focus of our input-process-outcome evaluation:

- Characteristics of the innovations
- Characteristics of the NDN change agents
- Characteristics of the targets [Local Education Agency (LEA) adopters]
- Organizational characteristics of the NDN
- Process characteristics of the initiation stage
- Process characteristics at the implementation stage
- Adoption characteristics.

These seven major components of the NDN evaluation were organized into the paradigm shown in Figure 1, which approximates the NDN model and provides a conceptual scheme for structuring evaluative data for analysis and interpretation. It should be noted that the Figure 1 paradigm is only one of a large number of possible representations of the NDN approach.

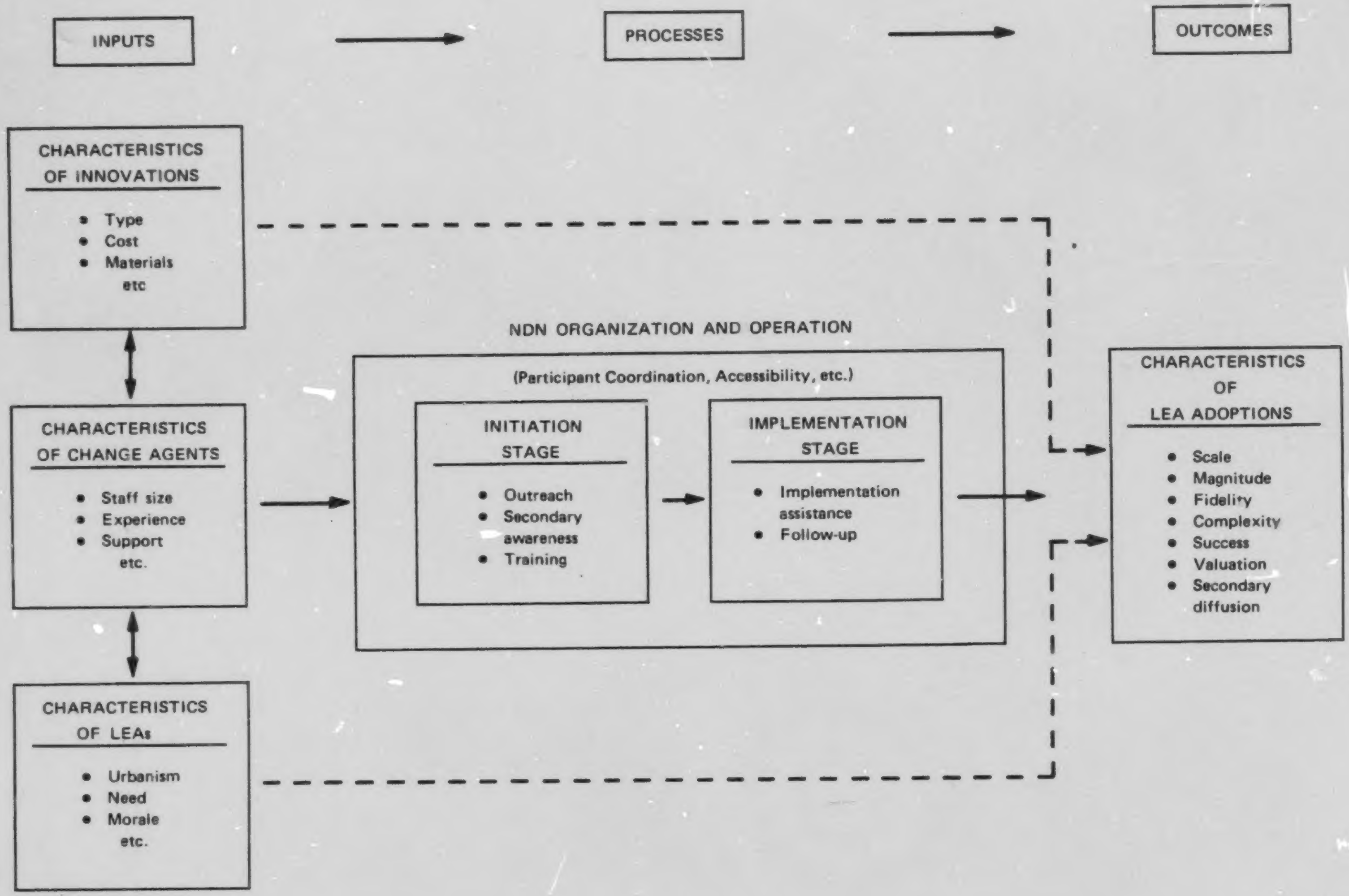
INPUTS
PROCESSES
OUTCOMES
CHARACTERISTICS OF INNOVATIONS
• Type
• Cost
• Materials
etc
CHARACTERISTICS OF CHANGE AGENTS
• Staff size
• Experience
• Support
etc.
CHARACTERISTICS OF LEAs
• Urbanism
• Need
• Morale
etc.
NDN ORGANIZATION AND OPERATION
(Participant Coordination, Accessibility, etc.)
INITIATION STAGE
• Outreach
• Secondary awareness
• Training
IMPLEMENTATION STAGE
• Implementation assistance
• Follow-up
CHARACTERISTICS OF LEA ADOPTIONS
• Scale
• Magnitude
• Fidelity
• Complexity
• Success
• Valuation
• Secondary diffusion

FIGURE 1 EVALUATION PARADIGM

Still, we feel it corresponds reasonably well with most descriptions of how the NDN approach operates.

Several examples of variables are listed within each category of components in the Figure 1 evaluation paradigm. Measurements on these variables were obtained in the course of the evaluation and provide the basic data for statistical analysis of input-process-outcome relationships. Further discussion of these analyses is presented in Chapter 2 of this volume. A complete listing of these variables by component is provided in Table 1.

Evaluation Design

The design used to implement the input-process-outcome paradigm and to gather evidence relevant to each of the measures involved observations, interviews, document reviews, and self-report surveys over a one-year period of NDN operations (September 1975 - June 1976). The following design variables were used to structure the evaluative data:

- Participant category. Five major categories of participants exist in the NDN--Facilitator, Developer, adopter, technical assistant (the Educational Diffusion project), and program official.

- Funding status. Within the Developer and Facilitator participant categories, projects receiving diffusion grants through ESEA, Title III, Section 306 are distinguished from those not receiving such grants. Thus, JDRP-approved projects receiving Title III diffusion grants are known as Developer/Demonstrators, while unfunded projects are commonly referred to as DRPs. Funded Facilitator projects are known as State Facilitators.

- Experience year. Participants (Facilitators, Developers, and adopters) associated with the NDN in the school year 1974-75 are defined as Cohort I; those joining the NDN in 1975-76 are defined as Cohort II.

Because the NDN is a large and complex approach to diffusion, and because NDN participants have been involved in the diffusion of a large number of varied innovations to an even larger body of LEAs on a nationwide scale, the national evaluation employed a variety of overlapping

Table 1

NDN EVALUATION VARIABLES

EVALUATION COMPONENT	CHARACTERISTICS	COMPONENT VARIABLES
	INPUTS	
Characteristics of Innovations	Curriculum	Educational content (basic skills, environmental education, etc.)
	Pedagogy	Programmed instruction to discovery
	Philosophy	Intact classroom to open education
	Implementation level	Number of classrooms, grade levels, schools at Developer site
	Materials	Types and quantity provided
	Cost	Adoption/implementation costs
Characteristics of Change Agents	Participant background and staffing	Project staff size and experience Staff differentiation Dissemination experience Base support Territory
Characteristics of Adopting LEAs	Size	District size (number of schools) District size (enrollment)
	Urbanism/ruralism	District ruralism
	Ethnic composition	Ethnic composition of district enrollment
	Centralization	Formality of rules and regulations Administration authority/leadership
	Educational climate	Staff/administration rapport Staff rapport Sense of participation (in decision processes) Sense of potency District or school needs assessment History of community problems
	Support for innovation	Attitude toward change (school/district innovativeness) Motivation toward change Local support for project Obstacles to change

Table 1 (continued)

EVALUATION COMPONENT	CHARACTERISTICS	COMPONENT VARIABLES
	Primary contact involvement	Sense of participation (in project operations) Pre/post implementation involvement Current role in project
	Primary contact experience	Current assignment Years at school Years in district Years in profession
	Faculty/administrator involvement	How became involved in project Pre/post implementation involvement Current role in project Perceived familiarity with project
	Faculty/administrator experience	Current assignment Years at school Years in district Years in profession Current degree Work toward advanced degree
	PROCESSES	
Initiation Stage		
• Initial Awareness	Outreach	Outreach (number of persons reached) Volume (number of schools and districts reached)
	Segmentation	Variation: content (stratification of materials)
	Redundancy	Variation: methods Outreach (types of persons and groups contacted)
• Secondary Awareness	Follow-up	Use of return postcards LEA awareness response
	Participant coordination	Networking (Developer/Facilitator interface)
	Conferencing	Conferencing (number and types sponsored or participated)
	Developer visits	LEA visits to DD site
	Adaptation	Variation: methods Variation: content

Table 1(continued)

EVALUATION COMPONENT	CHARACTERISTICS	COMPONENT VARIABLES
● Pre-implementation Training	Volume	Volume (number of LEAs and nonpublic schools involved)
	Targets	Targets (number and types of persons trained)
	Emphasis	Range of training content, methods, duration
	Formalization	Pre-training requirements Attendance requirements
	Adaptation	Variation in length, topics, methods
	Facilitator participation	Networking (Facilitator involvement)
	Turnkey	Turnkey (training of trainers)
	Adoption agreements	Number negotiated Contitions for agreements Who establishes
Implementation Stage	Number of adoptions	Number of adoptions (public and nonpublic)
	Scope and purpose of implementation assistance	Types of follow-up provided Post-implementation training (amount, targets)
	Frequency of assistance	Frequency of follow-up (by method) Percent of LEAs visited Interaction pattern
NDN Organization	Budget	Budget breakdown by stage DD/LEA financial assistance
	Participant interface	Materials to Facilitators Communications with Facilitators Communications with Developers Attitude toward counterpart role (Developer to Facilitator and vice versa)
	Perception of NDN	Attitude toward NDN Participation (in decision making)
	Technical assistance	Assistance from ED Assessment of ED Other sources of assistance

Table 1 (concluded)

EVALUATION COMPONENT	CHARACTERISTICS	COMPONENT VARIABLES
	OUTCOMES	
Primary Impacts	Adoption scale	Adoption scope (number of components in use) Adoption level (number of classrooms, grades, schools)
	Fidelity	Adoption fidelity (replication vs. modification of methods and materials)
	Magnitude of change	Project innovativeness (newness of methods and subject matter)
	Perceived complexity	Implementation complexity (staff and resources involved, replacement vs. supplement) Implementation problems (number, nature, severity)
	Perceived success	Implementation success
	Valuation	Subjective evaluation of project
	Secondary diffusion	Secondary diffusion (others informed
Process Impacts	Training support	LEA evaluation of pre-start-up training LEA evaluation of post-implementation training
	Materials support	Project materials received (types) LEA evaluation of materials
	Developer support	LEA evaluation of demonstration site Assistance by Developer LEA evaluation of Developer
	Facilitator support	Assistance by Facilitator LEA evaluation of Facilitator Financial assistance from Facilitator
	External support	LEA evaluation of outside assistance received
	LEA evaluation	Formal impact evaluation (types, sources of assistance)
	Cost	Costs (incremental cost to LEA to date)

and complementary data-gathering methodologies. These methodologies or components of the evaluation included the following:

- Program and Literature Review--an examination of the evolution, establishment, and early history of the NDN and of previous research related to diffusion and change.
- Status Survey I--a self-report survey of Cohort I Developers, Facilitators, and adopters to develop baseline information on NDN components, procedures, and participant status as of Fall 1975.
- Spring 1976 Surveys--comprehensive self-report surveys designed to develop information on participant characteristics, diffusion/adoption processes, and outcomes; specifically:
  - NDN Evaluation Survey, targeted to all funded Cohort I and II Developers and Facilitators and a large sample of adopters,
  - Site Subsurvey, targeted to teachers, principals, and administrators from a sample of 34 Cohort I adopters representing a cross section of NDN Developers and Facilitators.
- Interview and Observation Site Visits--visits to a sample of Cohort I participants (16 Developers, 16 Facilitators, 34 adopters) to develop in-depth data on diffusion/adoption processes, innovation characteristics, organizational properties of the NDN, and adoption outcomes through interviews with NDN participants and adopter personnel and observation of operating programs at demonstration sites and adopting schools.
- Observation/Documentation of NDN Events--attendance at and reporting of OE-sponsored national conferences for NDN participants and a sample of awareness, demonstration, and training conferences or workshops hosted by NDN Developers and Facilitators to examine participant interface and operating style, diffusion processes, NDN organizational characteristics, and LEA response.
- Case Study of Technical Assistance Component--examination of the centralized technical assistance component (the Educational Diffusion project) added to the NDN at the start of the 1975-76 school year to identify the types of services requested and/or provided, the benefits and disadvantages of a centralized approach to technical assistance for NDN diffusion agents, and to formulate recommendations for future technical assistance operations.

To display the relationship of these evaluation activities to the evaluation paradigm, Table 2 is presented below. The entries in this table ("Xs") indicate that a given data-gathering activity provided evaluation data relevant to the corresponding evaluation component. In other words, Table 2 relates the evaluation methodology to the variables.

Table 2

DATA SOURCES OF NDN EVALUATION VARIABLES

	Status Survey I			Spring 1976 Surveys						Int/ Obs Site Visits	Prgrm & Lit Rev	Obs/ Doc NDN Events	ED Case Study
				NDN Eval Survey			Site Subsurvey						
	Devel	Facil	Adptr	Devel	Facil	Prim Cont	Tchr	Prin	Cent Admin				
Inputs													
Innovation characteristics										X		X	
Change agent characteristics	X	X		X	X								
LEA characteristics			X			X	X	X	X				
Processes													
Initiation stage	X	X		X	X					X			
Implementation stage	X	X		X	X					X			
NDN organization				X	X					X	X	X	X
Outcomes						X	X	X	X	X			

Similarly, Table 3 has been prepared to display the scope and magnitude of evaluation methodology relative to design features of the study. This table indicates the sample size or number of units involved in each major data-gathering component in terms of the corresponding design component.

Taken together, Tables 2 and 3 provide a convenient yet detailed summary of the structural and methodological features of the evaluation design. A further aspect of the design is displayed in Figure 2--namely the overlap among adopter units sampled in the three survey components. The entire figure represents the approximately 1,450 LEA adopters targeted for the comprehensive Spring 1976 NDN Evaluation Survey. The shaded area indicates the approximately 750 adopters included in both the NDN Evaluation Survey and the Fall 1975 Status Survey. Finally, the cross-hatched area represents the 34 adopters included in all three survey activities (Status Survey, NDN Evaluation Survey, and Site Visit Subsurvey).

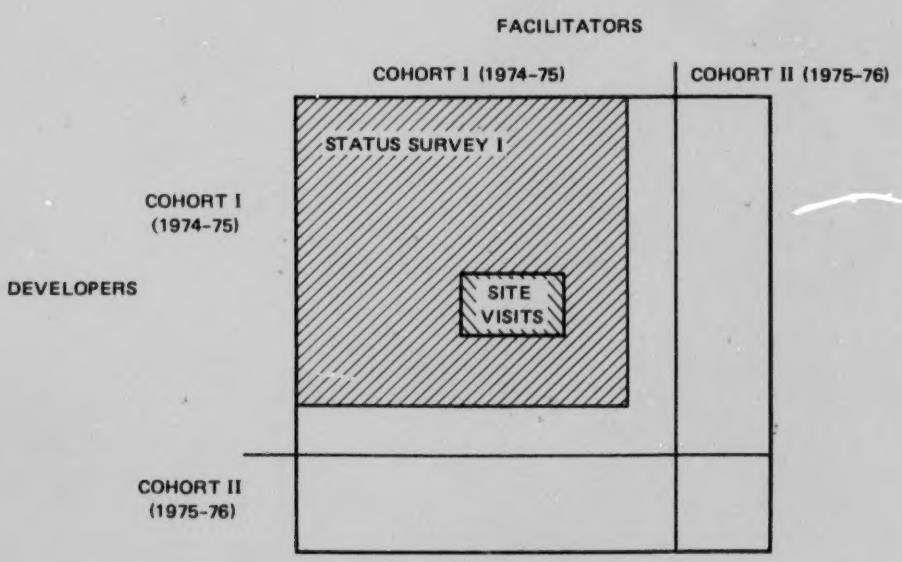

FIGURE 2 STRUCTURE OF THE ADOPTER SAMPLE FOR THE SPRING 1976 EVALUATION SURVEY IN TERMS OF THE MAJOR DESIGN COMPONENTS

Table 3

DATA SOURCES FOR NDN EVALUATION ACTIVITIES

	Status Survey I			Spring 1976 Surveys: NDN Eval Survey			Spring 1976 Surveys: Site Subsurvey			Int/ Obs Site Visits	Prgrm & Lit Rev	Obs/ Doc NDN Events	ED Case Study
	Devel	Facil	Adptr	Devel	Facil	Prim Cont	Tchr	Prin	Cent Admin				
Cohort I													
Developers	55									16			
Funded	(31)			37						(14)			
Unfunded	(24)									(2)			
Facilitators		77								16			
Funded		(53)			53					(15)			
Unfunded		(24)								(1)			
LEA Adopters						812	234	39	26	34			
Cohort II													
Developers				31									
Facilitators					22								
LEA Adopters						648							
Other													
References and documents											300		
National conferences												3	
Regional conferences and training sessions												10	
Visits to ED													20
ED cluster meetings													2

21

22

Figure 2 also displays the inclusion of adopters associated with Cohort I and II Developers and Facilitators in the three survey activities. That is, only adopters associated with a Cohort I Developer and a Cohort I Facilitator were targeted for inclusion in the Site Visit and Status surveys. The NDN Evaluation Survey, on the other hand, included adopters affiliated with both Cohort I and II Developers and Facilitators.

Major Evaluation Components

The basic features of each major evaluation component are described in this section.

Program and Literature Review

The first major task of the NDN evaluation entailed a review both of previous research related to the diffusion of educational innovations and of documents describing the establishment and early history of the National Diffusion Network. The goal of these review activities was to assess the state-of-the-art with respect to diffusion of educational programs, practices, and materials and to develop a comprehensive picture of the goals, organization, and functioning of the NDN as it existed at the end of its first year of operation. Results of this first task were used to identify variables of interest for the NDN evaluation based both on previous studies of diffusion and change and on considerations specific to the NDN as a strategy for promoting the spread of validated educational programs and materials. The conceptual model and design used to structure these variables served, in turn, to shape subsequent data-gathering and analysis activities.

Materials reviewed to develop an understanding of the state-of-the-art of diffusion of educational innovations included studies of innovation and change in a variety of fields as well as reports on previous attempts to effect the diffusion of educational practices and materials. Additional background information concerning the goals, scope, and functioning of the NDN during the one-year period prior to the beginning of the national evaluation was obtained through discussions with staff from the OE Division of Supplementary Centers and Services and NDN participants (Developers and Facilitators) as well as review of materials from the OE project files, Developer and Facilitator grant applications and interim reports, and other documents made available to the evaluation.

A detailed discussion of the findings of the program and literature review is presented in a separate report (Hall and Alford, 1976). In that volume, several models of change frequently cited in the research literature are described, and relevant variables used in previous studies as outcome measures (i.e., dependent variables) or as predictors of adoption outcomes (i.e., independent variables) are identified and classified. The report also describes the early history of the NDN.

Status Survey I

To gather descriptive information regarding the overall status and selected characteristics of the NDN as it began its second year of operation, an initial participant survey was undertaken in Fall 1975. Information obtained through Status Survey I also served as baseline data for a longitudinal study of NDN growth and change over the 1975-76 school year.

Specific goals of the survey were

- To describe the NDN, as it existed at the end of its first year of operation.
- To provide a benchmark from which to gauge relative diffusion and adoption over the 1975-76 school year.
- To provide sampling frame data to be used for subsequent survey and site visit activities planned for Spring 1976.
- To provide feedback to NDN participants regarding the NDN's scope, costs, and typical operations and practices.

Three respondent groups were included in this self-report survey:

- Developers of programs eligible for diffusion through the NDN (including funded Developer/Demonstrators and other projects approved by the Joint Dissemination Review Panel).
- Facilitators (including the State Facilitator grantees and, in states without a funded Facilitator project, the SEA Title III Coordinator).
- Adopters of NDN programs identified by a Developer and/or a Facilitator.

Since the survey was designed to provide descriptive data about the first year of the NDN, it was limited to projects and individuals participating during the 1974-75 school year (i.e., Cohort I). Excluded were those who did not become involved until the NDN began its second year of operation.

Survey methodology and results are described in greater detail in a separate report.*

Spring 1976 Surveys

The NDN Evaluation Survey was a comprehensive self-report survey administered to Cohort I and II Facilitators and Developers and a large sample of adopters in Spring 1976. The Site Visit Subsurvey was administered to teachers, principals, and district-level administrators involved with implementation of NDN projects at a sample of 34 sites selected to represent a cross section of NDN Developers and Facilitators. Data obtained through these two surveys provided statistical evidence related to participant characteristics, diffusion/adoption processes, organizational properties of the NDN, and adoption outcomes. Survey data were analyzed by meansof multiple regression procedures to establish relationships of participant characteristics and processes to outcome patterns.

The objectives of the Spring 1976 surveys were to obtain detailed assessment of the following:

- Characteristics of, and variations in, Cohort I and II Developer and Facilitator diffusion tactics (targets, volume, methods, etc.) at the initiation and implementation stages.
- Characteristics of the JDRP-approved innovations (grade range, cost, etc.).
- Characteristics of adopting LEAs (size, urbanism, innovation history, etc.).
- Adoption outcomes (scale, fidelity, magnitude of change, perceived success, etc.).

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*"Report on Returns from the First National Survey in the Evaluation of the National Diffusion Network," Stanford Research Institute, August 1976.

To obtain this information, separate but overlapping self-report survey forms were designed for the six target groups--Developers, Facilitators, Primary Contacts at LEA adopter sites, teachers, principals, and district-level administrators.

Site Visits

The site visit component of the National Diffusion Network evaluation was designed to provide an in-depth picture of diffusion/adoption processes and outcomes from both the change agent (Developer and Facilitator) and the adopter perspectives. The goal of these activities was to learn the details of Developer and Facilitator approaches, strategies, and operating characteristics; innovation characteristics; and adopter characteristics; and how these factors were related to adoption outcomes. Included in the site visit activities were samples of 16 Cohort I Developers and Facilitators and 34 adopters associated with these Developers and Facilitators. Information was obtained through interviews with project participants and observation of operating programs.

Evidence obtained through the site visits was used to generate most of the major conclusions presented in Volume I of this final report with respect to NDN processes and impacts (e.g., the relative degree to which core elements of the JDRP-approved innovations were being implemented at adopting locations, the scale of adoptions, the relative ease with which adopter staff were implementing the innovations, and the response of staff and students to the adopted programs). Relevant survey data, available in less detail but for a larger number of cases, were analyzed to determine the extent to which the conclusions based on in-depth case studies of a cross section of NDN participants and programs applied on a wider scale.

Observation/Documentation of NDN Events

This component of the national evaluation involved on-site observation and documentation of various OE- and participant-supported meetings and workshops. Events attended by evaluation personnel included the major national conferences called by OE for NDN Facilitators and Developers during FY 1976, a sample of awareness/demonstration workshops and conferences organized by individual participants, and a sample of training sessions conducted by NDN Developers. The objectives of this evaluation component were to

- Assure that SRI was informed of NDN development and emerging themes.
- Provide an objective documentation of the purposes, proceedings, and accomplishments of major events.
- Examine participants' (Developers and Facilitators) tactics and operating style during initial awareness, secondary awareness, and training activities--methods and materials used, information conveyed, enthusiasm displayed, and the like.
- Assess audience response to Facilitator and Developer programs and participants.
- Assess the organizational properties of the NDN--including participant interface, communication channels, subgroupings, and power structures--and to place national and regional meetings into the context of overall NDN operations.
- Participate in the agenda at national conferences, at the advice of OE, by presenting descriptions of evaluation goals, activities, and findings.

Schedules of NDN events were maintained and updated at SRI. A sample of awareness and training sessions was targeted for observation (with the consent of sponsoring Facilitators and Developers) as were all national conferences sponsored by OE. For each session attended, SRI observers documented the following:

- Title, time, and date of the meeting.
- Purpose (e.g., orientation, initial awareness, secondary awareness, training).
- NDN participants involved.
- Methods used (e.g., lecture, question and answer, small group discussion, demonstration).
- Size and composition of audience (e.g., teachers, administrators).
- Media used (e.g., filmstrips, slides, handouts).
- Synopsis of main points; how points were made and emphasized.
- Audience reaction; types of questions asked and comments made.
- Observer impressions (strengths and weaknesses, improvements needed, overall rating).

Case Study of Technical Assistance Component

The final component of SRI's evaluation of the National Diffusion Network entailed a case study of the NDN's centralized technical assistance agent--the Educational Diffusion Project based at the Far West Laboratory for Educational Research and Development. The objectives of this case study were to

- Determine the extent to which NDN participants were aware of the types, range, and necessity of services available.
- Identify the types of assistance most often sought and/or provided and the types of participants (or programs) for which assistance was most often requested and/or provided.
- Identify both the major advantages and the difficulties associated with a centralized approach to technical assistance.
- Formulate recommendations concerning the nature of services that should be made available to future diffusion projects and the structuring of future technical assistance components.

Technical assistance activities provided by the ED project were studied from two perspectives. The first perspective was that of the service delivery agent (ED). A series of site visits to ED project headquarters was conducted by evaluation personnel. On the average, these visits occurred bi-weekly and lasted from two to four hours. ED staff meetings were attended, project files were systematically reviewed, and interviews were conducted with staff members. Telephone contact with ED was also maintained throughout the ten-month data collection period.

An extended group interview with ED project staff was conducted in Spring 1976 to obtain the perceptions of technical assistance personnel of the major accomplishments and problems during their first year of activities. A complete file of ED publications and reports served as a final source of data.

The second data collection perspective was that of the intended targets of ED services. The Developer and Facilitator forms of the Spring 1976 NDN Evaluation Survey requested information concerning the numbers and types of technical assistance services the participants had requested and/or received, the sources of such assistance, and the perceived value of ED services. ED activities were also explored during site visit interviews with selected NDN participants. Some observation of field activities was also conducted.

Sample Selection and Instrumentation

The operational details and procedures of the evaluation methodology are described in this section.

Status Survey I

Because Status Survey I was to serve as a benchmark for subsequent data-gathering activities as well as to provide information on first-year NDN characteristics and operations, a 100% sample of Facilitators, Developers, and adopters participating in the NDN during the 1974-75 school year was considered desirable. Facilitator and Developer populations were defined by lists provided to SRI by OE. The adopter population was defined by lists provided by Facilitators and Developers. For purposes of the evaluation, adopters were defined as chools or school districts that

- Were currently in the process of trying out or implementing a JDRP-approved innovation (actual adopters).
- Had received training and/or materials assistance and were scheduled to try out or implement an innovation during the 1975-76 school year (intended adopters).
- Were scheduled to receive training and/or adoption assistance during the 1975-76 school year (potential adopters).

In all, 1,439 units were sampled for the Status Survey: 1,307 adopters, 77 Facilitators, and 55 Developers. This represents 100% samples of the Cohort I Facilitator and Developer groups and a 73% sample of identified Cohort I adopters. The procedure for sampling adopters involved review of lists provided by Facilitators and Developers. Developer-provided lists were reviewed first; information from Facilitators was subsequently reviewed to identify additional adopters. Lists available when the survey was fielded in October 1975 show that all Developer-identified adopters and about half of the Facilitator-identified "residuals" were included in the survey.

Issues to be addressed in the Status Survey were reviewed with personnel from both the Office of Planning, Budgeting, and Evaluation and the Division of Supplementary Centers and Services in the Bureau of School Systems at OE and with consultants to the NDN evaluation. The following issues were identified for documentation in Status Survey I:

- The distribution of adopter LEAs by stage of adoption, by schedule (timetable), by program type, cost, region/state.
- The distributions of DD/SF activities across such categories as awareness/demonstrations, training, installation assistance, liaison.
- Level of program support funds, and expenditure patterns.
- Patterns of school and district personnel participation in adoption-related activities (e.g., training).
- Pattern and variations in Network roles, frequency and extent of "turnkey" training strategies, and information flow patterns.
- Level of awareness/support for Network functions by participant category, experience, community relations, awareness.
- Types and extent of current or planned follow-on assistance/support, LEA evaluation plans.
- Information needs and types of feedback/technical assistance desired by NDN participants, by level and category of participation.
- Causes for nonadoptions (e.g., inadequate funds, staff turnover, insufficient training, lack of acceptance, incompatibility with existing procedures).

Of particular interest was information about activities during the 1974-75 school year, since it would be difficult to retrieve this information at a later time. Most of the questions included on the three survey forms asked for relatively straightforward factual information about types and dates of various activities, costs, numbers, and types of people involved, and so forth; plans called for gathering more detailed background, process, and outcome data in the comprehensive Spring 1976 survey.

Draft versions of the three instruments (and the supporting statement required for OMB clearance) were reviewed by OE and consultants to the evaluation. Instruments were pretested on a small group of NDN participants.

Questionnaires were mailed on October 3, 1975. Follow-up was conducted in two stages: first, reminder postcards to all targeted respondents, and second, telephone contact with all nonresponding Developers and Facilitators and half the nonresponding adopters. Survey status rosters were updated on a daily basis to log in returns.

Final return statistics for Status Survey I are displayed in Table 4. Useable returns were obtained from 70% of the adopters surveyed and 79% of the Developers and Facilitators.

Table 4

STATUS SURVEY I RETURN STATISTICS

Respondent Group	Questionnaires Mailed	Questionnaires Returned No.	Questionnaires Returned %	Questionnaires Processed* No.	Questionnaires Processed* %
Adopters	1,307	982	75%	906	70%
Developers	55	47	84	44	79
Funded Developer/ Demonstrators	(31)	(28)	(90)	(28)	(90)
Nonfunded programs	(24)	(19)	(79)	(16)	(67)
Facilitators	77	67	87	61	79
Funded State Facilitators	(53)	(51)	(96)	(49)	(92)
Title III Coordinators	(24)	(16)	(67)	(12)	(50)

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*Some incomplete questionnaires were returned, often with explanatory notes. For adopters, problems included staff who had moved without leaving a forwarding address, respondents who indicated no familiarity with the NDN or the project identified in the cover letter, and individuals who identified projects not in the NDN. A few Facilitator questionnaires sent to State Education Agencies had been forwarded to State Facilitators active in the NDN only since July 1975. Where possible, the individuals concerned were contacted to resolve misunderstandings.

Spring 1976 Surveys

The sample for the NDN Evaluation Survey included all funded Cohort I and II Developers and Facilitators, all Cohort I adopters responding to Status Survey I,* and about 600 Cohort II adopters. The Facilitator and Developer questionnaires were sent to the directors of the Title III, Section 306 projects, and the Primary Contact Questionnaire to the Status Survey I respondent or contact identified by the Facilitator and/or Developer.

The sample for the Site Visit Subsurvey included personnel located within 34 adopter LEAs representing a cross section of NDN programs and Facilitators selected for in-depth study through site visits and self-report surveys. Questionnaires were mailed to all instructional and administrative staff involved in implementation of the adopted project. That is, every participating teacher received a Teacher/Participant Questionnaire, the principal of each participating school received a Principal Questionnaire, and the school district official considered most knowledgeable about the adopted program received the Central Administrator Questionnaire.†

Instrumentation for the Spring 1976 surveys consisted of six separate but parallel forms of a basic questionnaire designed specifically for each of the six target groups. The Developer form addressed the "who, what, to whom, when, and how" of activities in the initial awareness, secondary awareness, training, and follow-up implementation assistance stages of Developers' diffusion strategies. This form also developed data on respondent experiences with and perceptions of the NDN (participant interface, resources and management issues, and organizational infrastructure) and of the number and fidelity of project adoptions.

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*Approximately 100 adopters responding to Status Survey I reported adoption of two or more different programs diffused through the NDN. These "dual" and "triple" adopters were excluded from the second survey because of complications that arose with dual adopters responding to the Status Survey.

†An exception to this rule was made in cases where the Primary Contact was a project teacher or principal of a project school. No individual was targeted to receive more than one questionnaire; persons identified as Primary Contacts received only the Primary Contact form.

The *Facilitator* questionnaire was, in most respects, parallel to the Developer form. Specifically, it addressed the "who, what, to whom, when, and how" of activities by stage of the diffusion process and the major characteristics and attributes of NDN operations and organizations. The Facilitator form also requested data on the quantity of NDN adoptions by service area (state or region within state).

The *Primary Contact* questionnaire requested information concerning Facilitator and Developer activities, the JDRP-approved innovations, the adopter LEAs (personnel, organization, context), and the adoption process (status, scale, fidelity, local activities and perceptions). The remaining three questionnaires were developed for use with LEA personnel in the site visit sample. These three forms are the *Teacher*, *Principal*, and *Central Administrator* questionnaires. These forms focused on more detailed characteristics of the adopting units--including school and district organizational infrastructure; political, social, and community climate; staff morale; faculty rapport; faculty/principal rapport; innovation sanctions; district demographics; extent of secondary diffusion; and related LEA-level variables that helped to explain NDN effects (i.e., adoption outcomes).

The Principal and Central Administrator forms addressed these issues from the administrator's perspective. The District Descriptive Supplement to the Central Administrator Questionnaire asked for demographic and financial information about the adopting school districts within the site visit sample. The district official receiving the Central Administrator Questionnaire was asked to forward the Supplement to another staff member if the original recipient did not have ready access to the data requested. Finally, the Teacher form paralleled the Principal Questionnaire in most issues (school climate and organization, project involvement, perceptions of project), except that questions were phrased to be answered from the instructional staff perspective.

Each draft instrument was pretested with fewer than nine individuals representing the appropriate respondent group in January and February 1976. Comments from pretest participants as well as OE and NDN Steering Committee reviewers were incorporated into revision of the draft instruments. The forms and supporting statement were submitted for OMB clearance on February 12, 1976. Clearance was received April 30.

Questionnaires, along with cover letters and return envelopes, were mailed directly to the target sample during the week of May 3-7, 1976. Follow-up procedures were conducted in two phases: postcard reminders to all individuals in the targeted sample and telephone calls to nonrespondents. Efforts were made to contact all nonresponding Facilitators and Developers and a random sample of 50% of the nonresponding Primary Contacts from the general sample. All Primary Contacts in the site visit sample were contacted and asked to encourage teachers, principals, and central administrators who had not responded to complete and return their questionnaires.

Table 5 shows the number of questionnaires sent to each type of respondent, the number and percentage returned, and the number and percentage that were completed in such a manner that they could be included in the analysis. Processable returns were received from better than 80% of the Facilitator and Developer groups and from approximately 70% of the Primary Contacts in the general sample. A 70% return rate was also obtained for the site visit sample.

Site Visits

A sample of 66 projects (16 Developers, 16 Facilitators, and 34 adopters*) was included in the Spring 1976 site visits. The targeting procedure involved identification of 32 Cohort I actual adopters (i.e.,

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*Thirty-two adopter LEAs were originally targeted for inclusion in the site visit sample; the two remaining sites were added at the request of their respective Developers.

Table 5

ADMINISTRATION STATISTICS FOR THE SPRING 1976 SURVEYS

	Mailed Out	Returned		Processed	
Respondent Type	Number	Number	Percent	Number	Percent
Facilitators					
Cohort I	53	47	89%	47	89%
Cohort II	22	17	77	17	77
Total	77	64	83%	64	83%
Developer/Demonstrators					
Cohort I	37	33	89	32	86
Cohort II	31	29	94	29	94
Total	68	63	93%	61	90%
Primary Contacts					
Site Visit Sample	34	32	94	31	91
Cohort I Gen'l S.	778	609	78	593	76
Cohort II Gen'l S.	648	443	68	421	65
Total	1460	1084	74%	1045	72%
Teachers	234	150	64%	149	64%
Principals	39	31	80%	30	77%
Central Administrators					
Part A	23	16	70%	16	70%
Part B	26	19	73%	19	73%

locations in which Status Survey I respondents reported implementation of an NDN program underway as of Fall 1975), such that two were associated with each of the 16 Facilitator service regions and two were adopting each of the 16 Developer projects in the sample. The sites selected represented eight configuration of the following type:

		Facilitator	
		SF_1	SF_2
Developer	DD_1	LEA_{11}	LEA_{12}
	DD_2	LEA_{21}	LEA_{22}

Further, the configurations were constructed such that inter- and intrastate diffusion and adoption could be compared. To ensure that the site visit sample represented a cross section of NDN participants, the following design variables were used to select LEAs:

- Organization level of Facilitator (state or regional)
- Geographic region
- Facilitator funding level
- Developer program type
- Developer's first-year adoption volume.

The characteristics of the sample selected are displayed in Table 6.

Separate instruments were designed for interview and observation phases of the site visits. The instrumentation for the interviews consisted of general issues lists and project-specific interview guides. Information was gathered from Facilitators and Developers in such areas as project background, staffing, objectives, operating style (initial and secondary awareness activities, training, adoption assistance), internal evaluation, interface with other NDN participants, interactions with the ED project, and expectations for the future. Issues addressed through interviews with personnel at adopter locations included review of the adoption process (key events, individuals involved, and so forth) from awareness through installation, the setting into which the project had been introduced, funding for project activities, and program evaluation. More detailed listings of issues included in the general interview guides for Facilitators, Developers, and Adopters are provided in Tables 7, 8, and 9, respectively. To supplement these issues listings, members of the field staff prepared project-specific interview guides (mainly for use at adopter sites) to examine participants' use and impressions of major project features.

Observation data were gathered at project demonstration schools during visits to Developer sites and at each of the adopter LEA sites sampled.

Table 6

MARGINAL DISTRIBUTION OF EVALUATION SITE-VISIT SAMPLE ALONG DESIGN (SAMPLING FRAME) VARIABLES

Design Variable	Attributes	Count	Percent
Facilitators			
Organization of SF	1. SEA	1	6%
	2. Regional	3	19
	3. State	12	75
Geographical region	1. West	3	19
	2. North central	7	43
	3. South	3	19
	4. North east	3	19
Support level	1. Under $30,000	1	6
	2. $30,000-$99,000	4	25
	3. Over $100,000	11	69
Developers			
Program classification	1. Secondary alternative	1	6%
	2. Early childhood screening	1	6
	3. Parent readiness	2	13
	4. Early childhood-interdisciplinary	2	13
	5. Environmental	1	6
	6. Basic skills	4	25
	7. Specialized curriculum/special interest	2	13
	8. Special education	1	6
	9. Training/organizational arrangements	2	13
Adoption volume	1. Few (less than 10)	6	38
	2. Many (10 or more)	10	62

Table 7

SITE VISIT INTERVIEWS--FACILITATOR ISSUES

General Topic	Types of Information Collected
Project background	How project was formed; director's background and previous experience; grant application process; budget and special features
Project staff	Number and roles of additional staff members; staff qualifications and background experience; workload; morale; turnover; organizational features; management style; changes in staffing over time (reasons, changes, impacts)
Interface with SEA	Awareness of SEA diffusion activities; similarities and differences between Facilitator and SEA operations; nature and frequency of Facilitator/SEA interactions; formal and informal relationships (competition vs. cooperation); changes in relationship over time; prospects for future
Goals and objectives	Original goals, objectives, and role perceptions; operating philosophy; changes in goals, objectives, role perceptions (reasons, types, impacts)
Interface with Developers	Types of programs diffused; how associations are formed and maintained; preferred Developer characteristics; diffusion of DRPs; cost sharing; successful and unsuccessful experiences with Developers
Interface with Facilitators	Nature and frequency of communication; assistance to and from other Facilitators
Adequacy/appropriateness of NDN programs	LEA needs and priorities (identified by Facilitator, SEA, LEAs); gaps between needs and priorities and programs currently available
Requisite Developer information	Types of information and materials needed; how obtained (active or passive posture); reliance on materials vs. personal contact; level of program familiarity perceived necessary; perceived problems
Initial awareness strategy	Methods and variations; level of detail provided; targets within LEAs; involvement of Developers; LEA response; screening devices; record-keeping systems
Secondary awareness strategy	Developer/LEA matching process; types and targeting of follow-up information; use of conferences; budget and resources (support for visits, conferences, demonstrations)

Table 7 (concluded)

General Topic	Types of Information Collected
Training	Facilitator project staff roles and responsibilities; interface with Developers; commitments required of Developers and LEAs; extent of turnkey activities; perceived strengths and weaknesses of training programs; financial assistance
Implementation assistance	Nature of assistance provided; Facilitator role during follow-up implementation assistance; assistance methods (use of Developers, consultants, etc.); resource allocation (budget and staff time); evaluation of LEA adoptions (types, persons involved)
Evaluation of Facilitator project	Resources allocated to evaluation (budget, staff time, use of external evaluator); types of data collected; sources of data; evaluation results; impacts of evaluation on project operations
Role perceptions	"Ideal" roles of NDN stakeholders (Facilitators, Developers, adopters, OE, ED, SEA); actual roles; problem areas and suggested solutions; suggestions for creating optimal diffusion system
Centralized technical assistance component	Types of solicited assistance received; types of unsolicited assistance received; unmet assistance needs; use of materials provided by ED; participation in and assessment of cluster meetings; assessment of ED component (strengths and weaknesses); alternative sources of assistance contacted
Future of Facilitator project	Funding for diffusion activities (sources and amount); scope of operations; organizational arrangements (interface with SEA)
Details of LEA adoptions selected for case studies	Diffusion/adoption process (key events, persons involved); support from Facilitator and Developer; perceived outcomes; expected continuation; special factors

Table 8

SITE VISIT INTERVIEWS--DEVELOPER ISSUES

General Topic	Types of Information Collected
Project background	Origin of project; history of development (number of years, sources of support, costs, size); validation history (JDRP, IVD, etc.); essential features and how identified; dissemination activities prior to NDN involvement; materials developed prior to NDN involvement
Project staff	Number and roles of dissemination staff; staff qualifications and experience (with project implementation, diffusion, training, etc.); workload; morale, turnover; organizational features; management style; changes in staffing over time (reasons, changes, impacts)
Interface with other agencies	Image of project in home LEA; support and assistance from home LEA; impacts of diffusion activities on home project and LEA; interface with SEA and local universities; interface with home Facilitator; types of project publicity received (local, regional, national)
Goals and objectives	Grant application process; original diffusion goals and objectives; changes in goals, objectives, role perceptions (reasons, types, impacts)
Interface with Facilitators	How associations are formed and maintained; preferred Facilitator characteristics; cost sharing; successful and unsuccessful experiences with Facilitators
Interface with Developers	Nature and frequency of communication; assistance to and from other Developers
Initial awareness strategy	Methods and variations; level of detail provided; targets within LEAs; independent outreach vs. reliance on Facilitators; changes over time
Secondary awareness strategy	Types and targeting of follow-up information; participation in Facilitator-sponsored conferences; procedures for screening LEAs; use of demonstrations and visits vs. materials; budget and resources
Training	Selection of LEAs; primary and secondary targets; amount and types of training provided; timing of training; training materials; Facilitator roles; use of turnkey procedures; commitments required from Facilitators and LEAs; perceived success and problem areas

Table 8 (concluded)

General Topic	Types of Information Collected
Implementation assistance	Philosophy (replication vs. adaptation); nature and extent of assistance provided; routine vs. requested assistance; monitoring procedures; perceived fidelity of adoptions; role of Facilitators; resource allocations (budget and staff time); major problems and limitations
Evaluation of Developer project	Resources allocated to evaluation (budget, staff time, use of external evaluator); types of data collected; sources of data; evaluation results; impacts of evaluation on project operations
Role perceptions	"Ideal" roles of NDN stakeholders (Facilitators, Developers, adopters, OE, ED, SEA); actual roles; problem areas and suggested solutions; suggestions for creating optimal diffusion system
Centralized technical assistance component	Types of solicited assistance received; types of unsolicited assistance received; unmet assistance needs; use of materials provided by ED; participation in and assessment of cluster meetings; assessment of ED component (strengths and weaknesses); alternative sources of assistance contacted
Future of Developer project	Funding for home project; funding for diffusion activities (sources and amount); scope of operations; anticipated changes (cutbacks, improvements)
Details of LEA adoptions selected for case studies	Diffusion/adoption process (key events, persons involved); support from Developer and Facilitator; perceived outcomes; expected continuation; special factors

Table 9

SITE VISIT INTERVIEWS--ADOPTER ISSUES

General Topic	Types of Information Collected
Initial awareness	Source and recipient(s) of initial information; how information was received; basis for initial interest
Secondary awareness	Response to initial interest; events leading to selection of project; other projects considered and reasons for choice; early perceptions of project (goals, philosophy, resource requirements, suitability to local site)
Training	Nature of training; amount and timing of training; source and targets of training; methods and materials; local perceptions of adequacy; secondary training of local staff
Assistance from Developer and Facilitator	Types and amount of assistance provided; requirements made of LEA; emphasis on personal contact or materials; perceptions of Facilitator and Developer (accessibility, enthusiasm, competence); financial support and how used; assistance still needed; problem areas
Implementation	Adoption decision (key events and actors); goals and objectives; intended scale; primary contact roles; faculty and administrator involvement; implementation strategy; problems and resolution
Context	District priorities; school climate; history of innovation involvement; opinion leaders; special factors affecting project use and/or outcomes
Implementation outcomes	Current scale of project; fidelity to original project; reasons for local adaptations; nature of adaptations; changes in project over time; local response to project (administration, faculty, students, community); project costs and resource commitments; anticipated continuation
Local evaluation	Types, design details, local and/or external evaluation assistance; types of data; sources of data; findings to date; impacts of evaluation findings; future evaluation plans; availability of data
Costs	Costs occurring in initiation and implementation stages (nature and amount); sources of funds (local, state, federal, NDN, other); future funding needs and sources

The observations were oriented toward establishing the following:

- Relative extent to which the core elements of the innovation were in fact being implemented at adopting sites.
- Relative extent of adaptation, modification, omission/substitution of program components, methods, and materials.
- Relative scale of the adoption (number of components in use; number of classrooms, grade levels, and schools participating).
- Extent to which participating staff have integrated/incorporated the innovation or new practice.
- Apparent ease with which the staff used the innovation.
- Staff and student response to the program.

To develop observation instruments and procedures, field staff reviewed materials supplied by Developers in the visit sample and conducted orientation visits to the Developers' demonstration sites. These visits provided the staff with an opportunity to observe instructional programs in action and to discuss with each Developer the core elements or features he/she considered essential to successful adoption of the specific program. Observation instruments followed a general outline but were tailored to each innovation, so as to be maximally sensitive to project-specific issues yet reasonably comparable across projects.

Implementation of the site visits was carried out by nine members of the evaluation staff, seven of whom were each responsible for a complete configuration (two Developers, two Facilitators, four adopters). Site visit staff members were trained in interview procedures, observation methodology, and other data-gathering techniques prior to implementation of the visits in April and May 1976.

Individual visits averaged two days in length. Interviews were conducted with all available key program staff at each site; this included program directors and associates at the Facilitator and Developer locations; program teachers and principals at Developer and adopter sites; and primary contacts and district level administrators at adopter sites.

Observations were conducted at the demonstration school in each Developer location and at as many schools in the adopter LEAs as were available and as time permitted. For multischool adoptions, observations were conducted at a minimum of two schools. Generally the LEA contact was interviewed early in the visit to orient the site visitor to specifics of the adoption and to answer any questions regarding the SRI study. The remainder of the visit involved interviews with other project participants, observation of ongoing programs, and review of project records.

Data Processing

The overall procedures used to process evaluation data for analysis and synthesis, and quality-control features, are described below.

Survey Data

As returned questionnaires were received at SRI, they were logged in and reviewed by trained coder/editors. The edited returns were keypunched and 100% verified. As an additional quality control measure, data were subjected to computerized range and logic checks as they were entered into raw data files. These procedures identified anomalous or logically inconsistent entries, which were subsequently reviewed by the SRI project director and senior project staff. Separate data files were created for each instrument. Preliminary analyses were performed to develop basic response statistics (frequency counts, mean, median, standard deviation) for use in descriptive interpretation of results and in developing evaluation variables for further analysis using multiple regression procedures. (Construction and analysis of evaluation variables using data from the Spring 1976 surveys are described in Chapter 2 of this Technical Supplement.)

The Developer and Facilitator forms of the Network Evaluation Questionnaire included a number of open-ended (i.e., free response) questions requesting participants to describe details of their diffusion strategies, effective tactics, major problems, communications with other participants, and so on. For these questions, lists of responses were compiled on an item-by-item basis; these listings were then reviewed to develop response categories for each item. Individual responses were placed into one or more response categories as appropriate.

Response patterns and descriptive statistics for items in the six instruments used in the Spring 1976 surveys are presented in Chapter 3.

Site Visit Data

Debriefing of site visitors and treatment of information collected during the visits proceeded through several stages. The first stage began immediately upon completion of the visits and involved a thorough review by each site visitor of all field notes and materials. The second stage included identification of major themes emerging from the site visits. A preliminary list of themes was developed by senior project staff participating in the visits and discussed with other field staff and consultants to the evaluation. Based on these reviews, a revised listing was prepared and circulated to all field staff who responded in written form (stage three of debriefing), indicating their agreement or disagreement with each theme or conclusion and citing specific evidence to support the positions taken.

For the fourth stage of debriefing, individual case study reports were prepared for each site, describing programs, activities, and outcomes. These reports were sent to the project director or primary contact at each location for review and comment. The fifth stage consisted of reviewing both the stage three thematic reports and the stage four case study reports to organize evidence across sites and programs according to dimensions of interest and, based on review of the evidence, to develop evaluation conclusions. Since site visit evidence was limited to a relatively small sample of projects and adopters, whether or not these conclusions could be generalized was assessed using survey data.

Chapter 2

STATISTICAL TREATMENT OF QUESTIONNAIRE SURVEY DATA IN ANALYSIS OF NDN PROCESS/OUTCOME RELATIONSHIP

In this chapter we describe the procedures used in the statistical treatment of questionnaire responses to the 1976 NDN survey, leading to the development of evaluation variables and the implementation of formal analyses to study and evaluate process-to-outcome relationships of the NDN. Basically, five components of this statistical treatment are described:

(1) The definition of evaluation variables on the basis of questionnaire items and responses.

(2) The organization of evidence (evaluation variables) within and across data sources (questionnaires).

(3) The results of descriptive analyses performed on subsequent data sets.

(4) The results of multiple regression analyses performed within and across data sets.

(5) The results of multiple discriminant analyses performed on the longitudinal data base.

The concluding section of this chapter provides a detailed step-by-step example of the treatment of evaluation data from "raw" questionnaire responses to completed regression analysis results.

Definition and Development of Analysis Variables

The procedure used to develop variables for use in analysis of NDN input-process-outcome relationships was basically psychometric in nature and involved scoring of survey questionnaire items and then combining these scored items into analysis variables. That is, surveys were perceived as instruments measuring participant status along various traits or themes, each defined by a collection of relevant items. Responses to items were "scored" and subsequently aggregated, yielding measurements on the theme or trait which could, in turn, be examined for predictive relationships to outcome measures. The psychometric procedure used to develop analysis variables is described as follows: The first step in this procedure was the defining of common subsets or groups of items on each of the survey instruments. This item-grouping procedure was done judgmentally on the basis of evaluation themes emerging as a result of site visits, as well as on the basis of the constructs or issues the items were initially designed to address. That is, we took into account both the initial measurement goals of the survey items and our observation-interview experiences in arriving at item grouping (or pooling) decisions. Each item subset defined an evaluation variable that would be statistically analyzed to show relationships among inputs, processes, or outcomes.

The next step involved scoring the questionnaire responses. Because the questionnaires were made up of items heterogeneous in form and content, it was necessary to employ scoring transformations so that item responses could be grouped along a common metric, but without loss of item information. We chose to assign unit weight to each questionnaire item (or response) and to dichotomize responses to each item. For each group of items, scoring criteria were developed in line with the variable, theme, or construct the item subset was intended to represent. These scoring definitions were applied directly to dichotomous (yes/no) items, and involved the use of the median response to continuous or open-ended items. The use of the median as a scoring criterion serves to maximize the information retained when dichotomizing responses.

The third step involved aggregating these dichotomous item scores (1/0) across component items in accord with the grouping (or item subsets) defined in the first step. Care was taken to assure that the dichotomous scoring of items was consistent (in a common interpretive direction) with respect to the construct being defined, and that the resultant transformed item subsets exhibited convergent scale validity (i.e., exhibited moderate positive intercorrelations). This, then, rendered a collection of evaluation variables that were psychometrically comparable, scalar, and parametric, and that could be analyzed and interpreted by means of regression procedures.

Table 10 summarizes the item-to-variable mappings used for the data analyses. It should be noted that the definition of variables, item

Table 10

SURVEY DATA SOURCES OF NDN EVALUATION VARIABLES

		Spring 1976 Survey Data Source(s)					
		NDN Eval Survey			Site Subsurvey		
Evaluation Component	Component Variables	Devel	Facil	Prim Cont	Tchr	Prin	Cent Admin
Characteristics of change agents	Project staff size and experience	X	X				
	Staff differentiation		X				
	Dissemination experience	X					
	Base support	X	X				
	Territory		X				
Characteristics of adopting LEAs	District size (number of schools)			X			
	District size (enrollment)			X			
	District ruralism			X			
	Ethnic composition of district enrollment			X			
	Formality of rules and regulations				X	X	X
	Administration authority/leadership				X	X	X
	Staff/administration rapport			X	X	X	X
	Staff rapport			X	X	X	
	Sense of participation (in decision processes)				X		
	Sense of potency				X		
	District or school needs assessment			X			
	History of community problems			X			
	Attitude toward change			X	X	X	X
	Motivation toward change			X	X	X	X
	Local support for project			X	X	X	
	Obstacles to change			X	X	X	X
	Sense of participation (in project operations)			X			
	Pre/post implementation involvement			X	X		
	How became involved in project				X	X	X

Table 10 (continued)

Evaluation Component	Component Variables	Spring 1976 Survey Data Source(s)					
		NDN Eval Survey			Site Subsurvey		
		Devel	Facil	Prim Cont	Tchr	Prin	Cent Admin
	Perceived familiarity with project					X	X
	Current role in project			X		X	X
	Current assignment			X	X	X	X
	Years at school			X	X	X	X
	Years in district			X	X	X	
	Years in profession			X	X		
	Current degree				X		
	Work toward advanced degree				X		
Processes--Initiation stage							
• Initial awareness	Outreach	X	X				
	Volume	X	X				
	Variation: content		X				
	Variation: methods		X				
• Secondary awareness	Use of return postcards	X	X				
	LEA awareness response		X				
	Networking	X	X				
	Conferencing	X	X				
	LEA visits to DD site	X	X				
	Variation: methods	X	X				
	Variation: content	X	X				
• Preimplementation training	Volume	X	X				
	Targets	X	X				
	Range of training content, methods, duration	X					
	Pretraining requirements	X	X				
	Attendance requirements	X					
	Prestart-up training			X	X	X	X

Table 10 (continued)

		Spring 1976 Survey Data Source(s)					
		NDN Eval Survey			Site Subsurvey		
Evaluation Component	Component Variables	Devel	Facil	Prim Cont	Tchr	Prin	Cent Admin
	Variation in length, topics, methods	X					
	Networking	X	X				
	Turnkey	X	X				
	Number of adoption agreements negotiated	X	X				
	Conditions for agreements	X	X				
	Who establishes terms	X	X				
Processes--Implementation stage	Number of adoptions	X	X				
	Types of follow-up provided	X	X				
	Postimplementation training			X	X	X	X
	Frequency of follow-up	X	X				
	Percent of LEAs visited	X					
	Interaction pattern	X					
NDN organization	Budget breakdown by stage	X	X				
	DD/LEA financial assistance		X				
	Materials to Facilitators	X					
	Communications with Facilitators	X	X				
	Communications with Developers	X	X				
	Attitude toward counterpart role	X	X				
	Attitude toward NDN	X	X				
	Participation	X	X				
	Assistance from ED	X	X				
	Assessment of ED	X	X				
	Other sources of assistance	X	X				

Table 10 (concluded)

Component	Component Variables	Spring 1976 Survey Data Source(s) NDN Eval Survey Devel	 Facil	 Prim Cont	 Site Subsurvey Tchr	 Prin	 Cent Admin
Primary Impacts	Adoption scope			X			
	Adoption level (number of schools)			X			
	Adoption level (number of grades)			X	X		
	Adoption fidelity	X		X	X		
	Project innovativeness			X	X	X	
	Implementation complexity			X			
	Implementation problems			X	X	X	
	Implementation success			X	X	X	
	Subjective evaluation of project			X	X	X	X
	Secondary diffusion			X	X	X	X
Process Impacts	LEA evaluation of prestart-up training			X	X		
	LEA evaluation of postimplementation training			X	X		
	Project materials received			X	X		
	LEA evaluation of materials			X	X		
	LEA evaluation of demonstration site			X	X		
	Assistance by Developer			X			
	LEA evaluation of Developer			X			
	Assistance by Facilitator			X			
	LEA evaluation of Facilitator			X			
	Financial assistance from Facilitator			X			
	LEA evaluation of outside assistance received			X	X		
	Formal impact evaluation			X			
	Costs			X			

scoring, and aggregation were done separately for each of the six survey instruments. However, where possible, common or similar variables were created across forms. Table 10, then, provides a "generic" definition of the evaluation variables. The actual operational definitions of the variables may differ slightly across forms, based on differences in item wording or content. For example, the operational definitions of SF and DD project staff size and experience measures, presented in Table 11, have a score range of 0-9 such that the higher the score, the larger and more experienced the staffs. However, the bases for the scores differ, since the medians for the nine size-experience components of SFs are somewhat different from DDs (i.e., DDs tend to have larger overall staffs in the first place). Thus, although the absolute meanings for the scores may differ on comparable variables, the relative meanings will be equivalent: in this example, the variable represents the number of staff experience components on which the respondent is above median.

Organizing the Survey Variables for Multiple Regression Analysis

The evaluation design reflects two levels or strata in the major questionnaire survey (the adopter sample and the site-visit subsample). However, because adopters are nested separately within Facilitators and Developers, actually there are three levels in the overall design: the NDN change agents, represented in the Facilitator and Developer survey; the NDN adopters, represented in the Primary Contact survey; and the site visit subsample, represented in the Teacher, Principal, and Central Administrator surveys, respectively. These hierarchical strata of evaluation data create complications in analysis, and severely restrict the range of integrated (i.e., across all levels simultaneously) analyses that can be performed on the data.

Our approach to the formal regression analysis was to organize and analyze the data separately at each of the three levels, and to perform integrated analyses only for Developer-adopter and Facilitator-adopter subsets. Accordingly, three categories of multiple regression analyses were performed on the survey variables, and in each category, available independent (input/process) variables were regressed on dependent or outcome variables (scale, magnitude, complexity, fidelity of adoptions, and so forth).

Table 11

OPERATIONAL DEFINITIONS FOR FACILITATOR AND DEVELOPER PROJECT STAFF SIZE AND EXPERIENCE VARIABLE

Scoring Procedure	Survey Item Number
Facilitator Project Staff Size and Experience	
Score one point for each of the following for which R indicates the SF project included one or more:	
• Different professional staff members (i.e., total number of persons)	(#1A)
• Full-time equivalent professional staff members (a person who works half-time counts as half a person, or 0.5)	(#1B)
Score one point for each of the following types of pre-NDN experience indicated for one or more staff members:	
• Have taught at an elementary or secondary school	(#2A)
• Have taught or done research at a college or university	(#2B)
• Have served in some other professional capacity (e.g., administrator, pupil service personnel) in a primary or secondary school/central office)	(#2C)
• Have used or tried an educational innovation project (i.e., have played a role similar to that of current "adopters" in the NDN)	(#2D)
• Have been involved in the dissemination of educational innovation projects	(#2E)
• Have trained other people to implement educational innovation projects	(#2F)
• Have had other experiences that helped prepare them for their functions as a State Facilitator	(#2G)
Score range = 0-9.	
Developer Project Staff Size and Experience	
Score one point if R indicates three or more different professional staff members (i.e., total number of persons) working on the DD project.	
Score one point if R indicates two or more full-time equivalent professional staff members.	
Score one point for each of the following types of pre-NDN experience R indicates for two or more staff members:	
• Have taught in an elementary school or secondary school	(#3A)
• Have taught or done research at a college or university	(#3B)
Score one point for each of the following types of pre-NDN experience R indicates for one or more staff members:	
• Have served in some other professional capacity (e.g., administrator, pupil service personnel) in a primary or secondary school/central office	(#3C)
• Have used or tried out an educational innovation project (i.e., have played a role similar to that of current "adopters" in the NDN)	(#3D)
• Have been involved in the dissemination of educational innovations	(#3E)
• Have trained other people to implement educational innovation pro projects	(#3F)
• Have had other experiences that helped prepare them for their functions as Developer/Demonstrators	(#3G)
Score range = 0-9.	

The first category of regression analyses evaluates characteristics of Facilitators and of Developers, as reported in the Facilitator and Developer surveys, on average adoption characteristics for LEAs served by these Facilitators and Developers. Separate regression analyses were performed on Facilitator characteristics and on Developer characteristics. For each analysis, criterion variables were the average adoption patterns noted in the primary contact survey returns for each Facilitator and Developer respectively. That is, each Facilitator was assigned the average values on the outcome variables for the survey returns of primary contacts served by this Facilitator. Similarly, each Developer was assigned the average on outcome variables noted on primary contact returns for this Developer. This procedure is roughly equivalent to assigning a teacher the average test score of pupils in his/her class, and then relating measures of teacher behavior and style to these average test outcomes.

The reader will note there are some statistical problems with this upward aggregation procedure, since the component scores are not statistically independent. This creates a confounding of intraclass correlations (the intercorrelation among units being aggregated) with interclass correlation (the relationships among independent and dependent measures). Although the exact nature of this confounding is not known, we suspect it acts more often to inflate (rather than deflate) the observed associations. For this reason, interpretations of relationships of NDN inputs and processes (independent variables) to outcome measures must necessarily be made with considerable caution. Furthermore, because the number of variables is large relative to the number of observations, regression coefficients will be relatively unstable and the magnitude of explained variance will be spuriously high. Results from these regressions are presented primarily for purposes of completeness and should be interpreted with considerable caution.

The second category of regression analyses that we performed avoids the above statistical problem in that input- or process-to-outcome relationships are evaluated on the basis of Primary Contact survey data. This level of analysis has the advantage of large sample size (1045) and common units of analysis. However, LEA personnel cannot be expected to know very many of the details of the NDN, or of events occurring prior to or external to their involvement. In other words, in this category of analysis, estimates of NDN inputs and processes are based on LEA perceptions and recollections, and, therefore, the nature and completeness of this information will be necessarily limited.

On the other hand, this category of analysis provides considerable accuracy and detail regarding the nature of and extent to which LEA characteristics influence adoption outcomes across the range of programs adopted. That is, these adopter-level regressions allow us to evaluate the extent to which local characteristics (staff morale, administrative support, demographics) seem to influence adoption events. But we hypothesize that local characteristics interact with innovation, linker, and diffusion process characteristics, and thus many of the input-process-outcome relationships observed for this category of regressions may, in fact, be due to such interactions.

To identify the joint influence of change agent characteristics and adopter characteristics on adoption outcomes, a third category of regression analysis was performed. These analyses were performed individually on each outcome measure for the Developer-aggregated data set as well as for the Facilitator data set. Moreover, these analyses were structured such that only variables that provided significant ($p < .05$) additive explanation of the criterion measures were included in the resultant regression equations. A stepwise procedure (Nie et al., 1975) was used to identify these significant predictors. This stepwise procedure amounts to successively adding to a regression predictor variables which meet a statistical criterion until no more can be identified that meet the criterion. At each step, variables in the equation are reevaluated, and any that no longer meets the statistical criterion (significant at $p < .05$ additive explanation of criterion variance) is dropped from the equation. Also at each step, of those variables not in the equation, the variable that provides the greatest additional explanation of the residual (unexplained) criterion variance and meets the statistical significance criterion is added to the equation. The process ends when all variables in the equation meet the statistical criterion (mutual significance) and when none of the remaining variables meet the criterion. This analysis method then yields an optimal set of predictors in the sense that it provides the largest statistical explanation of the criterion variables from the least number of predictor variables.

Therefore, the variables identified by this procedure constitute the significant and additive influences of adoption outcomes. Also the analysis makes use of input and process variables from both NDN change agents and adopters in common analysis units (adopter data aggregated to respective Facilitators and Developers), and thus provides useful insight into what are the key characteristics which influence particular outcomes.

Finally, a multiple discriminant analysis was performed on a subset of returns from the Primary Contact survey for which status information had been gathered in the Fall of 1975 (Status Survey I). Specifically, a multiple discriminant analysis was performed among all input-process indicators available from the Primary Contact survey to identify which characteristics best differentiated LEAs that continued adoptions into implementation stages from those that discontinued. This analysis, although not multiple regression, provides further statistical insight into NDN determinants of adoptions that act to sustain the adoption process.

Statistical Properties of the Analysis Variables*

The means, standard deviations, and maximum possible scores for evaluation variables developed from the various survey returns and used in regression analyses to evaluate input-process-outcome relationships are presented in Tables 12 through 15, below. Specifically, Table 12 presents the means, standard deviations, and maximum scores for each of the psychometrically developed input and process variables from the 51 Developer and the 56 Facilitator returns from the Spring 1976 Network Evaluation Survey.† Table 13 presents the means, standard deviations,

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*Complete operational definitions of all the analysis variables have been deposited with the National Auxiliary Publications Service. Address inquiries to ASIS/NAPS, c/o Microfiche Publications, 305 East 46th St., New York, New York 10017.

†Only those Facilitators and Developers for whom one or more Primary Contact returns were available were included in the regression analysis.

Table 12

MEANS, STANDARD DEVIATIONS, AND MAXIMUM SCORES FOR INPUT AND PROCESS VARIABLES BASED ON FACILITATOR AND DEVELOPER SURVEYS

	Variable	Developer			Facilitator		
		Mean	SD	Max	Mean	SD	Max
INITIAL AWARENESS							
Outreach	Outreach (number of persons reached)	0.5	0.51	1			
	Volume (number of schools and districts reached)	2.1	1.33	4	2.3	1.48	4
Segmentation	Variations: content (stratification of materials)				25.1	11.48	66
Redundancy	Variations: methods				13.6	5.20	24
	Outreach (types of persons and groups contacted)				6.2	2.36	11
SECONDARY AWARENESS							
Follow-up	Use of follow-up return postcards	0.5	0.50	1	0.6	0.49	1
	LEA awareness response				1.1	0.89	2
Participant coordination	Networking (DD/SF interface)	1.2	0.99	2	0.84	0.56	2
Conferencing	Conferencing (number and types sponsored or participated)	3.0	2.04	6	2.7	1.77	6
Developer visits	LEA visits to DD site	1.1	0.87	2	3.9	2.57	8
Adaptation	Variation: methods	0.5	0.50	1	13.6	5.20	24
	Variation: content	0.5	0.50	1	25.1	11.48	66
PRE-IMPLEMENTATION TRAINING							
Volume	Volume (number of LEAs and non-public schools involved)	1.2	0.83	2	1.8	1.14	4
Targets	Targets (number and types of persons trained)	4.1	2.08	6	4.2	2.60	6

Table 12 (Continued)

Variable		Developer Mean	Developer SD	Developer Max	Facilitator Mean	Facilitator SD	Facilitator Max
PRE-IMPLEMENTATION TRAINING (cont'd)							
Emphasis	Range of training content, methods, duration	11.7	2.35	16			
Formalization	Pre-training requirements and materials	3.5	1.94	8	2.6	2.12	8
	Attendance requirements	0.3	0.47	1			
Adaptation	Variation in length, topics, methods	1.2	1.14	3			
Facilitator participation	Networking (SF involvement, participation)	1.1	1.00	2	5.9	3.52	15
Turnkey	Turnkey (training of trainers)	2.5	2.15	6	0.5	0.50	1
Adoption agreements	Number negotiated	0.6	0.50	1	0.5	0.50	1
	Conditions for agreements	1.2	0.89	4	1.4	1.17	5
	Who establishes	0.3	0.45	1	0.6	0.49	1
	Number of adoptions	1.8	1.19	4	1.7	1.47	4
IMPLEMENTATION FOLLOW-UP							
Scope and purpose	Types of follow-up (by percent of adopters assisted)	3.1	2.31	7	3.2	2.77	8
Frequency	Frequency of follow-up (by method)	1.0	1.04	3	-.9	1.08	3
	Percent of LEAs visited	0.5	0.50	1			
	Interaction pattern (percent of communications in implementation stage)	0.6	0.49	1			
CHARACTERISTICS OF CHANGE AGENTS							
Participant background and staffing	Project staff size and experience	5.5	2.28	9	6.8	2.22	9
	Staff differentiation				1.5	1.08	5
	Dissemination start date	31.1	19.83	113[+]			
	Base support	0.5	0.50	1	3.9	1.46	7
	Territory (size of service area)	-	-	-	0.6	0.83	2

[+] Highest score obtained.

Table 12 (Concluded)

Variable		Developer			Facilitator		
		Mean	SD	Max	Mean	SD	Max
NDN ORGANIZATION							
Budget	Budget breakdown by stage	1.4	0.72	3	1.5	0.74	4
	DD/LEA financial assistance				3.6	2.74	8
Participant interface	Materials to SF/SEA	1.9	0.96	3			
	Communications with SFs	1.8	1.60	4	1.4	1.67	4
	Communications with DDs	0.9	1.24	4	1.8	1.71	4
	Attitude toward counterpart role (DD to SF, SF to DD)	2.4	1.54	6	1.8	1.46	5
Perception of NDN	Attitude toward NDN	2.6	1.36	5	3.3	1.68	6
	Participation (in decision-making)	0.5	0.50	1	0.6	0.48	1
Technical assistance	Assistance from ED	2.3	2.34	12	2.0	2.14	12
	Assessment of ED	1.8	1.64	4	1.7	1.56	4
	Other sources of assistance	5.0	4.02	30	5.6	4.71	30

Table 13

MEANS, STANDARD DEVIATIONS, AND MAXIMUM SCORES FOR INPUT AND PROCESS VARIABLES BASED ON ADOPTER SURVEY

Variable		Total Sample			Aggregated by Developer		Aggregated by Facilitator	
		Mean	SD	Max	Mean	SD	Mean	SD
PRE-IMPLEMENTATION TRAINING								
Emphasis	Pre-start-up training (amount, content, methods)	15.1	5.76	27	14.5	4.48	15.1	3.59
IMPLEMENTATION FOLLOW-UP								
Scope and Purpose	Post-implementation training (amount, targets)	3.1	3.50	10	3.1	2.17	3.4	2.36
CHARACTERISTICS OF ADOPTING LEAs								
Size	Number of public school buildings in district (by level)	1.6	1.20	4	1.5	0.81	1.6	0.80
	Total district enrollment	0.2	0.40	1	0.2	0.37	0.2	0.37
Urbanism	District ruralism	0.5	0.50	1	0.5	0.50	0.6	0.50
Ethnic Composition	Ethnic composition of district enrollment	1.1	1.10	5	1.1	0.61	1.3	0.83
Educational Climate	Staff administration rapport	0.3	0.47	1	0.1	0.35	0.2	0.39

Table 13 (Concluded)

Variable		Total Sample			Aggregated by Developer		Aggregated by Facilitator	
		Mean	SD	Max	Mean	SD	Mean	SD
CHARACTERISTICS OF ADOPTING LEAs								
Educational Climate (cont'd)	Staff rapport	0.3	0.47	1	0.2	0.39	0.2	0.43
	District or school needs	2.1	1.57	6	2.3	0.92	2.2	1.02
	History of community problems	2.4	2.15	9	2.7	1.32	2.3	1.17
Support for Innovation	Attitude toward change (school/district innovativeness)	0.5	0.50	1	0.5	0.50	0.5	0.50
	Motivation toward change	3.6	1.98	7	3.6	1.04	3.6	1.31
	Local support for project	3.1	2.30	7	3.3	1.44	3.3	1.28
	Obstacles to change	1.3	1.14	7	1.3	0.65	1.2	0.56
Primary Contact Roles	Sense of participation (in project operations)	0.9	0.70	2	1.0	0.42	1.0	0.49
	Pre/post implementation involvement	0.9	0.47	1	1.0	0.32	1.0	0.19
	Current role in project	1.3	1.02	5	1.3	0.79	1.4	0.67
Primary Contact Experience	Respondent title	0.3	0.46	1	0.3	0.44	0.2	0.37
	Years at school	0.4	0.49	1	0.3	0.48	0.4	0.50
	Years in district	0.5	0.50	1	0.4	0.50	0.6	0.48
	Years in profession	0.7	0.47	1	0.9	0.35	0.9	0.31

Table 14

MEANS, STANDARD DEVIATIONS, AND MAXIMUM SCORES FOR OUTCOME VARIABLES BASED ON ADOPTER SURVEY

	Variable	Total Sample			Aggregated by Developer		Aggregated by Facilitator	
		Mean	SD	Max	Mean	SD	Mean	SD
PRIMARY IMPACTS								
Adoption scale	Adoption scope (part or all of project)	0.3	0.48	1	0.2	0.40	0.3	0.45
	Adoption level (number of classrooms, grades, schools)	1.5	4.17	4	1.7	0.78	1.7	0.64
		0.5	0.50	1	0.5	0.50	0.5	0.50
Fidelity	Adoption fidelity (replication vs. modification of methods and materials)	0.8	0.89	2	0.9	0.63	1.0	0.54
Magnitude of Change	Project innovativeness (newness of methods and subject matter)	1.3	0.63	2	1.3	0.50	1.2	0.44
Perceived Complexity	Implementation complexity (staff and resources involved, replacement vs. supplement)	4.4	2.55	12	4.5	1.80	4.6	1.74
	Implementation problems (number, nature, severity)	1.6	1.78	13	1.8	1.16	1.8	1.37
Perceived Success	Implementation success	0.9	1.19	3	1.0	0.73	0.9	0.67
Valuation	LEA project evaluation, subjective	0.3	0.45	1	0.2	0.39	0.2	0.39
Secondary Diffusion	Secondary diffusion (others informed)	0.3	0.47	1	0.3	0.47	0.3	0.47

Table 14 (Concluded)

	Variable	Total Sample			Aggregated by Developer		Aggregated by Facilitator	
		Mean	SD	Max	Mean	SD	Mean	SD
PROCESS IMPACTS								
Training Support	LEA evaluation of pre-start-up training	0.5	0.50	1	0.6	0.49	0.6	0.49
	LEA evaluation of post-implementation training	0.3	0.47	1	0.3	0.45	0.2	0.41
Materials Support	Project materials received (types)	2.2	0.96	4	2.2	0.64	2.2	0.50
	LEA evaluation of materials	1.0	1.27	3	1.0	0.69	1.1	0.86
Developer Support	LEA evaluation of DD demonstration site	0.9	0.82	2	1.0	0.71	1.0	0.56
	Assistance by DD	5.1	4.05	15	5.3	2.73	5.1	2.38
	LEA evaluation of DD (helpfulness, accessibility, competence)	3.1	2.83	7	3.4	1.56	3.1	1.73
Facilitator Support	Assistance by SF	3.2	4.12	17	3.2	2.05	3.0	2.30
	LEA evaluation of SF (helpfulness, accessibility, competence)	2.0	2.81	7	2.0	1.33	1.9	1.67
	Financial assistance from SF (how used)	1.1	1.49	6	1.1	0.84	1.0	0.86
External Support	LEA evaluation of outside assistance received	5.1	3.85	15	5.4	2.17	5.0	2.19
LEA Evaluation	Formal impact evaluation (types, sources of assistance)	4.0	3.71	18	4.0	2.19	4.1	2.33

Table 15

MEANS, STANDARD DEVIATIONS, AND MAXIMUM SCORES FOR EVALUATION VARIABLES BASED ON THE SITE VISIT SUB-SURVEY

Variable		Teacher Survey			Principal Survey			C.A. Survey		
		Mean	SD	Max	Mean	SD	Max	Mean	SD	Max
PRE-IMPLEMENTATION TRAINING										
Emphasis	Pre-start-up training (amount, content, methods)	10.4	5.05	17	1.1	0.87	2	0.8	0.95	2
IMPLEMENTATION FOLLOW-UP										
Scope and Purpose	Post-implementation training (amount, targets)	0.6	0.78	2	1.1	0.87	2	0.8	0.95	2
CHARACTERISTICS OF ADOPTING LEAs										
Centralization	Formality of rules and regulations	1.0	0.99	3	1.1	0.98	3	1.4	0.88	2
	Administration authority/ leadership	2.3	1.12	4	1.3	0.65	2	0.4	0.67	2
Educational Climate	Staff/administration rapport	1.7	0.86	3	1.6	0.96	3	0.3	0.47	1
	Staff rapport	1.5	1.00	4	0.3	0.45	2	-/-	-/-	
	Sense of participation (in decision processes)	2.3	1.15	5	-/-	-/-		-/-	-/-	
	Sense of potency	0.5	0.69	2	-/-	-/-		-/-	-/-	
Support for Innovation	Attitude toward change (school/ district innovativeness)	1.5	1.02	3	2.5	1.11	4	0.8	0.62	2
	Motivation toward change	2.4	1.47	6	4.2	1.58	6	1.4	1.04	6
	Local support for project	2.8	2.00	7	4.2	1.74	7	-/-	-/-	
	Obstacles to change	0.8	1.04	6	0.7	0.52	6	1.0	0.92	6

Table 15 (Continued)

Variable		Teacher Survey			Principal Survey			C.A. Survey		
		Mean	SD	Max	Mean	SD	Max	Mean	SD	Max
CHARACTERISTICS OF ADOPTING LEAs (cont'd)										
Faculty Involvement	How became involved in project	0.3	0.44	1	-/-	-/-		-/-	-/-	
	Pre/post implementation involvement	0.7	0.47	1	-/-	-/-		-/-	-/-	
Faculty Experience	Respondent title	0.7	0.47	1	-/-	-/-		-/-	-/-	
	Years at school	0.6	0.50	1	-/-	-/-		-/-	-/-	
	Years in district	0.6	0.50	1	-/-	-/-		-/-	-/-	
	Years in profession	0.5	0.50	1	-/-	-/-		-/-	-/-	
	Current degree	0.4	0.49	1	-/-	-/-		-/-	-/-	
	Work toward advanced degree	0.4	0.48	1	-/-	-/-		-/-	-/-	
Administrator Involvement	How became involved in project	-/-	-/-		0.3	0.45	4	1.3	0.97	4
	Current role in project	-/-	-/-		2.0	1.10	6	1.8	1.33	6
	Perceived familiarity with project	-/-	-/-		0.6	0.50	1	0.3	0.47	1
Administrator Experience	Respondent title	-/-	-/-		1.0	0.18	1	0.4	0.50	1
	Years at school	-/-	-/-		0.4	0.50	1	-/-	-/-	
	Years in district	-/-	-/-		0.8	0.43	1	-/-	-/-	
PRIMARY IMPACTS										
Adoption Scale	Adoption level (number of classrooms, grades, schools)	0.3	0.45	1	-/-	-/-		-/-	-/-	
Fidelity	Adoption fidelity (replication vs. modification of methods and materials)	0.8	0.86	2	-/-	-/-		-/-	-/-	
Magnitude of Change	Project innovativeness (newness of methods and subject matter)	0.4	0.49	1	0.6	0.50	1	-/-	-/-	

Table 15 (Concluded)

	Variable	Teacher Survey			Principal Survey			C.A. Survey		
		Mean	SD	Max	Mean	SD	Max	Mean	SD	Max
PRIMARY IMPACTS (cont'd)										
Perceived Complexity	Implementation problems (number, nature, severity)	1.0	0.99	3	0.3	0.50	1	-/-	-/-	
Perceived Success	Implementation success	1.2	1.18	3	1.2	0.85	2	-/-	-/-	
Valuation	LEA project evaluation, subjective	0.4	0.48	1	0.4	0.50	1	1.5	0.89	2
Secondary Diffusion	Secondary diffusion (others informed)	1.3	0.83	2	1.2	0.81	2	1.1	0.97	2
PROCESS IMPACTS										
Training Support	LEA evaluation of pre-start-up training	2.2	1.77	4	-/-	-/-		-/-	-/-	
	LEA evaluation of post-implementation training	0.3	0.44	1	-/-	-/-		-/-	-/-	
Materials Support	Project materials received (types)	1.8	0.99	4	-/-	-/-		-/-	-/-	
	LEA evaluation of materials	0.9	1.27	3	-/-	-/-		-/-	-/-	
Developer Support	LEA evaluation of DD demonstration site	0.3	0.64	2	-/-	-/-		-/-	-/-	
External Support	LEA evaluation of outside assistance received	0.8	0.82	2	-/-	-/-		-/-	-/-	

and maximum values for each of the psychometrically developed LEA input and process variables from the 1,045 Primary Contact returns (1976 Survey). Table 13 also presents descriptive statistics (means and standard deviations) for these LEA variables when they are aggregated (averaged) to their respective Developers and to their respective Facilitators. These latter statistics, then, are calculated on averages of subsets of LEA returns, and provide the measures of LEA characteristics for integrated regression analyses.

Table 14 presents the means, standard deviations, and maximum [illegible]s for adoption outcome measures, also created from the Primary Contact Survey. Again, these statistics are presented for the aggregated versions (i.e., averaged by Developer and by Facilitator).

Finally, descriptive statistics for all psychometrically developed evaluation variables (inputs-processes-outcomes) created for the site visit sub-survey (90 teachers, 30 principals, and 20 central administrator returns) are presented in Table 15.

Inspection of values in Tables 14 and 15 reveals that in most cases only modest differences in mean scores on evaluation variables occur for different levels of analysis. This suggests that variation on most measures is reasonably uniformly distributed across Developers and across Facilitators. Variables showing larger differences across unaggregated to aggregated representations would indicate relationships or potential bias in terms of the aggregation pattern.

Results of Regression Analyses

We present here the statistical results from each category of regression analyses performed on the data. Tables 16 through 23 display, for each analysis, the standardized regression coefficients, multiple correlation coefficients (RF), corresponding coefficients of determination (R^2), and F-statistics. Standardized regression coefficients (sometimes referred to as beta weights) provide a convenient statistic for interpreting the relative potency among predictor variables in accounting for criterion variance. Specifically, standardized coefficients represent the

Table 16

STANDARDIZED REGRESSION COEFFCIENTS* (BETA WEIGHTS)
FOR REGRESSION OF DEVELOPER VARIABLES ON ADOPTION
OUTCOMES--PART A: PROCESS IMPACTS

DEVELOPER VARIABLES	Adoption Scope	Adoption Level (schools)	Adoption Level (grades)	Adoption Fidelity	Project Innovativeness	Implementation Complexity	Implementation Problems	Implementation Success	Evaluation (subjective)	Secondary Diffusion
CHANGE AGENT CHARACTERISTICS										
Staff size, experience	-.501	-.012	-1.450	-.691	.431	-.431	-.203	-.869	-.386	-.251
Dissemination start date	-.463	.152	-.242	.108	.916	.201	.131	-.282	-.164	.079
Base support	-.296	.142	-.189	-.272	-.017	-.012	-.426	.214	-.115	-.377
NDN PROCESSES--INITIATION										
Outreach	-.098	-.130	-.535	.083	.240	-.014	.106	.064	.233	.056
Strategy	.274	.502	.980	.168	.248	.265	-.030	-.038	-.149	-.162
Volume (awareness)	-.826	.067	-1.390	-.462	-.252	-.522	-.270	-.825	-.802	-.311
Conferencing	.722	-.203	.161	-.335	-.776	.437	.106	1.110	.760	.198
Variations: methods	.024	-.117	.392	.147	-.208	.081	-.125	-.350	-.134	-.062
Variations: content	.698	-.310	.952	.483	-.037	.233	.474	.488	.357	.450
Use of return postcards	-.105	-.018	-.743	-.467	-1.040	-.432	.700	.288	-.003	-.030
LEA visits to DD site	.814	-.743	1.615	.862	-.124	.564	.484	.665	.581	.297
Networking (awareness)	.344	.557	.112	.150	-.363	.694	.280	.640	.685	-.142
Pretraining requirements	.544	-.468	.935	.726	-.497	.669	.831	.756	.957	.097
Attendance requirements	.092	-.171	-.420	.043	-.036	-.253	-.074	-.381	-.196	-.012
Range: trng content, methods	-.020	.296	-.043	-.494	-.509	.111	-.480	-.315	-.325	-.126
Variation: length, cont., meth.	.057	.172	-.299	-.503	-.345	.215	.255	.386	-.040	.321
Targets (training)	-.343	.250	-.008	.004	.166	.056	-.062	-.632	-.183	-.310
Volume (training)	.482	-.312	1.124	.685	.172	.111	.557	-.275	.129	.461
Networking (training)	-.550	-.306	.064	-.184	.529	-.313	-.399	-.728	-.909	-.014
Turnkey	.205	.226	.344	.267	-.596	.212	.082	.674	.124	.291
Training problems	.434	.425	.337	-.197	-.120	.299	.144	.347	.152	-.387
Proj level at DD site	-.373	.264	-.017	-.134	-.001	-.042	-.275	-.424	-.369	-.331
Number adoption agreements	.141	.040	-.026	-.386	.192	-.075	.041	.171	.051	.263
Conditions for agreements	.392	-.155	.425	-.410	-.674	.127	.088	.245	.086	-.181
Who establishes	-.190	.137	.687	-.254	-.159	-.094	-.461	.296	-.158	-.029
NDN PROCESSES--IMPLEMENTATION										
Number of adoptions	.103	1.017	-.134	-.153	.315	.107	-.464	.101	.093	-.586
Overflow and reasons	-.371	.269	-.400	.122	.194	-.085	-.007	-.010	-.141	.435
Frequency of follow-up	.689	.133	.558	.329	.082	.277	.292	.217	.324	.425
Proportion adopters visited	.401	-.324	1.329	.499	.415	.597	.646	.430	.417	.445
Types of follow-up	-.543	-.151	-.928	-.492	.128	-.413	-.443	-.334	-.500	-.585
Interaction patterns	.161	-.044	-.279	.126	-.367	-.165	.096	.106	.160	-.053
Fidelity of adoptions	.949	-.312	.595	.485	-.297	.602	.654	.634	.951	.276
NDN ORGANIZATION										
Budget breakdown by stage	-.649	-.130	-.464	-.197	-.036	-.320	.146	-.264	-.520	.275
Anticipated continuation	-.193	.005	.558	.356	.266	.133	-.071	-.178	-.098	-.190
Materials preparation	.110	.425	.183	-.366	-.116	.034	-.182	.137	-.307	-.060
Materials to SF/SEA	-.341	.041	-.199	.217	1.093	-.342	-.416	-.647	-.555	-.225
Communications with SFs	.298	-.640	.120	.003	-.618	.106	.476	.549	.402	-.065
Communications with DDs	-.936	.090	-.966	-.483	.700	-.371	-.669	-.911	-.662	-.434
Attitude toward counterpart	-.668	-.174	-.618	.001	.569	-.495	-.458	-.313	-.428	-.263
Attitude toward NDN	.501	.009	.135	.419	-.748	.236	.398	.850	.820	-.179
Participation	-.098	-.430	-.116	.327	.448	-.157	.559	-.160	.112	.594
Assistance from ED	.439	-.557	-.099	.294	-.433	.094	.264	.370	.553	.422
Assessment of ED	-.351	.305	.696	.131	.531	.203	.128	-.252	-.294	-.340
Other sources of assistance	-.225	.120	.082	.061	.001	-.117	-.014	-.365	-.447	.011
Multiple correlation (R)	.904	.933	.981	.923	.886	.979	.983	.966	.977	.912
Proportion variance explained (R^2)	.817	.870	.963	.853	.786	.960	.967	.932	.954	.833
F ratio on regression	0.61	0.91	3.58	0.79	0.50	3.24	3.96	1.89	2.81	0.68
P (df = 44,6) <	.840	.619	.056	.707	.914	.071	.044	.216	.097	.790

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*Each column represents a separate regression analysis. Column headings indicate outcome measure and column entries represent standardized regression coefficients for the respective predictor variables (rows). Summary statistics (R, R^2, F) indicate the strength of the overall association of predictors to outcome measures.

Table 16 (concluded)

STANDARDIZED REGRESSION COEFFICIENTS* (BETA WEIGHTS)
FOR REGRESSION OF DEVELOPER VARIABLES ON ADOPTION
OUTCOMES--PART B: PROCESS IMPACTS

DEVELOPER VARIABLES	Pre-start-up Training Evaluation	Post-implementation Training Evaluation	Materials Received (Types)	Materials Evaluation	Demonstration Site Evaluation	Assistance by DD	LEA Evaluation of DD	Assistance by SF	LEA Evaluation of SF	Financial Assistance by SF	LEA Evaluation of Outside Assistance	Formal Impact Evaluation	Cost
CHANGE AGENT CHARACTERISTICS													
Staff size, experience	.163	-.117	1.118	.422	-.909	-.289	-.776	-.768	-.636	-1.196	-.746	-.329	-.084
Dissemination start date	.501	.778	.572	.838	.382	.106	-.142	-.778	-.123	-.355	-.129	-.100	-.284
Base support	.046	-.609	.244	-.853	-.351	-.022	-.286	-.065	.223	-.156	-.260	.173	-.184
NDN PROCESSES--INITIATION													
Outreach	-.009	-.557	.096	.058	-.517	-.346	-.300	-.009	-.009	-.296	-.213	.114	-.196
Strategy	-.258	.365	-.047	.524	.528	.107	.161	-.280	.089	.013	.034	-.156	.238
Volume (awareness)	.496	.190	.040	.130	-.037	-.221	-.110	.353	-.049	-.393	.025	-.323	.056
Conferencing	.351	-.778	-.514	-.994	.241	.015	.043	.914	.746	1.022	.372	.765	.052
Variations: methods	-.048	.393	-.048	.123	.264	.410	.243	-.335	-.215	-.170	.045	-.210	.100
Variations: content	-.580	.070	-.129	.188	.505	.201	1.023	.385	.198	.679	.836	.125	-.397
Use of return postcards	-.778	-.807	-.834	-.813	-.188	-.606	-.268	.890	.858	.728	-.049	-.339	-.190
LEA visits to DD site	-.035	.400	-.867	.007	1.058	.872	1.645	.699	.370	1.263	1.309	.174	-.255
Networking (awareness)	.129	-.082	-.022	.060	.036	-.037	.006	.085	.241	.232	.145	.640	.365
Pre-training requirements	.028	-.103	.006	-.437	.139	.732	.613	-.139	-.377	.391	.547	.892	-.079
Attendance requirements	-.008	.164	-.440	.149	.032	-.255	.243	.556	.096	.077	.131	-.294	-.363
Range: trng content, methods	-.162	-.036	-.161	.003	-.169	.121	-.020	.136	.240	-.047	.072	-.122	.281
Variation: length, cont, meth	-.290	-.137	-.467	-.621	.122	.005	-.188	.724	.320	.417	.090	.631	.075
Targets (training)	.726	.233	.300	.836	.238	.080	-.010	-.765	-.621	-.668	-.179	-.101	.468
Volume (training)	-.344	.648	-.069	.625	-.005	.386	.414	.004	-.118	-.033	.121	-.034	-.132
Networking (training)	-.045	-.113	.354	.002	-.383	.029	-.126	-.027	.156	.018	-.166	-.523	-.685
Turnkey	-.518	-.144	-.794	-.917	.529	-.219	.206	.754	.823	.958	.343	.121	-.066
Training problems	.029	-.094	.081	-.036	.181	.129	-.343	-.218	-.239	.083	-.065	.419	.501
Proj level at DD site	-.092	.088	.124	-.007	-.011	-.410	-.395	-.441	-.031	-.253	-.477	-.473	.123
Number adoption agreements	.083	.089	-.186	.191	.143	-.129	-.144	.351	.127	.235	.083	.152	-.456
Conditions for agreements	-.512	-.002	-.308	-.246	.104	.027	-.069	.013	-.087	.366	-.041	.138	.154
Who establishes	-.248	-.384	-.054	-1.030	.199	.142	.496	.446	.692	.767	.481	-.104	-.367
NDN PROCESSES--IMPLEMENTATION													
Number of adoptions	.013	-.196	.923	.182	-.508	-.183	-.341	-1.123	-.357	-.734	-.435	.053	-.020
Overflow and reasons	.034	.272	.215	-.076	.121	-.264	-.140	.126	.226	-.048	-.044	.054	-.305
Frequency of follow-up	.107	.344	-.382	.438	.393	.361	.256	.446	.414	.515	.280	.011	.341
Proportion adopters visited	.360	.819	.585	.685	.552	.581	.614	-.202	-.341	.236	-.460	.450	.080
Types of follow-up	-.011	-.089	.463	-.090	-.135	-.274	-.616	-.520	-.031	-.650	-.534	-.187	.062
Interaction pattern	-.108	-.142	-.289	-.037	.144	-.098	.075	.293	.100	.041	.128	-.097	.020
Fidelity of adoptions	.149	.191	.254	.388	.261	.456	.428	.142	.282	.559	.579	.680	-.276
NDN ORGANIZATION													
Budget breakdown by stage	.244	-.165	.700	-.457	-.166	-.125	-.193	.663	.122	.092	-.002	-.241	-.363
Anticipated continuation	.073	.291	.270	.377	.266	.460	.253	-.397	.073	-.102	.060	-.161	.254
Materials preparation	-.228	-.296	-.243	-.266	.188	-.198	-.180	.318	.494	.255	-.085	-.189	-.076
Materials to SF/SEA	.353	.742	.936	.466	.184	.265	-.140	-.942	-.492	-.841	-.410	-.371	.521
Communications with SFs	.053	-.172	-.205	-.036	-.239	-.093	-.250	.018	.281	.325	-.206	.351	-.456
Communications with DDs	.731	-.109	.687	.486	-.415	-.248	-.546	-.834	-.740	-.997	-.636	-.393	.407
Attitude toward counterpart	.272	-.476	.167	-.623	-.586	.179	-.365	-.143	-.614	-.268	-.352	-.495	.424
Attitude toward NDN	-.125	.087	-.195	-.093	.297	.204	.037	-.198	-.213	.138	.173	.737	.218
Participation	.026	.165	-.324	.254	-.450	-.015	.351	.458	-.059	.047	.301	-.033	-.348
Assistance from ED	.011	.009	-.374	-.014	.135	.420	.114	.403	.087	.317	.127	.386	.411
Assessment of ED	.405	.651	.803	.747	.591	.019	.248	-.929	-.367	-.349	.099	-.190	-.383
Other sources of assistance	-.226	.143	-.052	-.018	-.269	-.171	-.037	-.029	-.073	-.156	-.069	-.307	-.264
Multiple correlation (R)	.975	.958	.943	.968	.951	.950	.937	.899	.885	.896	.947	.983	.969
Proportion variance explained (R^2)	.949	.919	.889	.938	.904	.903	.877	.809	.783	.803	.896	.966	.939
F ratio on regression	2.58	1.54	1.10	2.04	1.30	1.27	0.97	0.57	0.49	0.56	1.18	3.85	2.11
P (df = 44,6) <	.117	.310	.504	.187	.402	.415	.579	.864	.918	.878	.459	.047	.175

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*Each column represents a separate regression analysis. Column headings indicate outcome measure and column entries represent standardized regression coefficients for the respective predictor variables (rows). Summary statistics (R, R^2, F, etc.) indicate the strength of the overall association of predictors to outcome measures.

Table 17

STANDARDIZED REGRESSION COEFFICIENTS* (BETA WEIGHTS) FOR REGRESSION OF FACILITATOR VARIABLES ON ADOPTION OUTCOMES--PART A: PRIMARY IMPACTS

FACILITATOR VARIABLES	Adoption Scope	Adoption Level (schools)	Adoption Level (grades)	Adoption Fidelity	Project Innovativeness	Implementation Complexity	Implementation Problems	Implementation Success	Evaluation (subjective)	Secondary Diffusion
CHANGE AGENT CHARACTERISTICS										
Staff size, experience	-.058	.076	.088	-.032	-.177	.316	-.089	-.153	.032	.306
Staff differentiation	-.252	.009	.126	.017	.094	.293	-.013	.121	-.002	-.316
Base support	.073	.334	-.178	.205	.156	.330	.252	.144	.571	-.129
Territory	-.201	.276	.292	.194	-.103	-.089	.035	.449	-.068	.098
NDN PROCESSES--INITIATION										
Outreach	-.608	-.275	.055	-.566	.192	-.496	.042	-.365	-.634	-.171
Strategy	.367	.384	-.206	.231	.101	-.086	.204	-.237	-.150	-.338
Volume (awareness)	-.205	.004	-.288	-.230	.248	-.055	.440	-.141	-.382	-.620
Conferencing	-.296	-.138	.405	-.415	-.316	.126	.600	.574	-.151	-.087
Variations: methods	.450	.004	.000	.328	-.217	.139	.440	.244	.345	.242
Variations: content	-.077	.066	-.380	-.264	.149	-.028	-.509	.268	.551	.630
Use of return postcards	.014	-.160	.040	-.077	-.217	.152	.316	-.011	-.036	.136
LEA visits to DD site	-.267	-.502	-.603	-.218	.054	-.592	-.423	-1.055	-.549	.202
Networking	-.180	-.176	-.344	-.254	.159	-.222	.053	-.065	-.486	-.144
LEA awareness response	-.166	-.257	.082	-.135	-.181	-.087	.027	-.669	-.020	.140
Recurring problems	-.236	-.265	-.017	-.726	-.009	.038	-.150	.144	-.095	-.128
Pre-training requirements	.282	-.342	-.616	-.433	.186	-.316	-.683	-.164	.004	.335
Targets (training)	-.439	.147	.040	-.266	.117	.145	.241	-.258	-.160	.151
Volume (training)	.376	.314	-.220	-.075	-.313	-.198	-.001	.110	.322	.372
Networking (training)	.361	.238	.790	.594	-.089	.309	.011	.964	.664	.108
Turnkey	-.041	-.096	-.069	.327	.036	.041	.161	-.105	.117	-.059
Training problems	.226	.146	-.079	.613	.041	-.084	.053	-.248	.070	.220
Number adoption agreements	-.298	-.201	-.327	-.043	-.469	.214	-.240	-.509	-.100	.263
Conditions for agreements	-.095	.449	-.192	.388	.395	.028	-.130	.302	.381	-.011
Who establishes	-.130	-.001	.549	.133	.399	-.027	.282	.614	-.237	-.227
NDN PROCESSES--IMPLEMENTATION										
Number of adoptions	-.170	-.104	.423	.227	-.412	-.161	-.226	.124	-.103	-.191
Frequency of follow-up	-.093	-.154	-.094	-.182	-.285	-.087	-.397	-.456	-.271	-.250
Types of follow-up	.336	.139	.395	.571	-.244	.056	.610	.053	-.206	-.113
NDN ORGANIZATION										
Budget breakdwon by stage	-.299	-.251	-.393	.046	-.213	-.265	-.262	-.193	.095	-.270
Anticipated continuation	.014	-.139	.053	-.109	-.057	-.159	.070	-.217	-.352	..230
Communication with SFs	-.028	-.554	-.103	-.293	-.339	-.162	.119	-.181	-.521	-.189
Communication with DDs	-.110	.209	.488	-.074	.044	.260	.126	.152	.290	.061
Attitude toward counterpart	-.501	.276	.244	-.338	.237	-.036	.079	-.020	-.089	.200
DD/LEA assistance	.350	-.368	-.698	-.188	.431	-.148	-.458	.158	-.331	-.548
Attitude toward NDN	.258	.077	.401	.336	.041	-.081	-.218	.373	.254	-.039
Participation	.234	.362	.098	.380	.271	.248	-.054	-.040	.403	.235
Assistance from ED	.311	.225	.123	.075	-.245	.324	.394	.198	.391	-.194
Assessment of ED	-.571	.112	-.268	-.224	.575	-.075	-.274	.020	-.044	.319
Other sources of assistance	-.020	-.253	.213	-.058	-.032	-.191	-.269	-.225	-.600	-.328
Multiple correlation (R)	.839	.751	.881	.798	.868	.794	.857	.838	.839	.873
Proportion variance explained (R^2)	.703	.564	.776	.637	.753	.630	.735	.702	.704	.762
F ratio on regression	1.06	0.58	1.55	.78	1.36	0.76	1.24	1.05	1.06	1.43
P (df = 38,17) <	.463	.919	.166	.739	.249	.762	.323	.472	.462	.217

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* Each column represents a separate regression analysis. Column headings indicate outcome measure and column entries represent standardized regression coefficients for the respective predictor variables (rows). Summary statistics (R, R^2, F, etc.) indicate the strength of the overall association of predictors to outcome measures.

Table 17 (concluded)

STANDARDIZED REGRESSION COEFFICIENTS* (BETA WEIGHTS)
FOR REGRESSION OF FACILITATOR VARIABLES ON ADOPTION
OUTCOMES--PART B: PROCESS IMPACTS

FACILITATOR VARIABLES	Pre-start-up Training Evaluation Evaluation	Post-implementation Training Evaluation	Materials Received (types)	Materials Evaluation	Demonstration Site Evaluation	Assistance by DD	LEA Evaluation of DD	Assistance by SF	LEA Evaluation of SF	Financial Assistance from SF	Formal Impact Evaluation	Costs
CHANGE AGENT CHARACTERISTICS												
Staff size, experience	-.058	-.049	.210	-.146	-.190	-.119	.095	.235	.248	-.053	.556	.017
Staff differentiation	.395	.137	-.286	.361	.544	.562	.226	-.387	-.298	.044	-.104	.469
Base support	.127	-.018	-.063	-.028	.137	.417	.242	-.361	-.158	-.336	.180	.024
Territory	.109	.012	.259	.144	-.123	-.415	-.414	.212	.605	.406	.065	.188
NDN PROCESSES--INITIATION												
Outreach	-.668	-.461	-.060	.086	.407	-.048	.255	-.151	-.286	-.318	-.802	.116
Strategy	.440	-.253	-.165	-.174	-.367	.066	-.230	-.355	-.525	-.418	-.098	-.405
Volume (awareness)	-.179	-.309	-.616	-.244	-.151	.406	.352	-.377	-.293	-.283	-.298	.017
Conferencing	-.718	.195	-.258	-.279	.583	.124	.085	-.394	-.211	-.008	-.019	.393
Variations: methods	-.001	.016	.283	-.074	-.279	-.087	-.230	-.050	.172	-.051	.459	.279
Variations: content	.154	.164	.257	.501	.223	-.033	.292	.428	.593	.367	.357	-.149
Use of return postcards	-.312	.143	-.340	-.252	.121	.166	.158	.206	.108	.181	.138	.129
LEA visits to DD site	-.470	-.764	.129	.266	-.642	-.524	-.209	.008	-.303	-.504	-.880	-.320
Networking (awareness)	-.079	-.166	-.287	.294	.222	.014	.267	-.263	-.347	-.283	-.598	-.200
LEA awareness response	-1.177	-.666	-.089	-.836	-.226	.133	.080	-.161	-.397	-.188	-.412	.059
Recurring problems	-.537	-.167	-.127	.016	.099	-.298	.197	.160	.020	.170	-.232	-.271
Pre-training requirements	.411	.212	.371	.377	.411	.043	.487	.627	.584	.522	.374	-.282
Targets (training)	-.349	-.413	.296	-.147	-.157	-.489	-.170	.253	.100	-.181	-.249	.145
Volume (training)	.196	.453	.364	.194	.538	-.292	-.305	.185	.125	.398	.366	-.074
Networking (training)	.813	.621	.275	.263	.027	.234	-.333	.309	.338	.268	.908	-.166
Turnkey	-.158	-.085	.151	-.110	-.315	.492	.056	-.333	-.231	-.273	-.311	-.320
Training problems	.475	-.218	.350	.224	-.225	.127	-.058	-.170	.087	-.164	.342	.194
Number adoption agreements	-.274	-.123	-.549	.372	-.257	.133	.327	.381	.127	-.020	.045	.300
Conditions for agreements	.575	-.122	.540	.760	.174	-.039	-.038	.250	.501	.486	.473	.054
Who establishes	.426	.141	.279	-.147	-.452	-.144	-.360	.086	.291	.321	-.181	.075
NDN PROCESSES--IMPLEMENTATION												
Number of adoptions	-.028	.321	-.180	-.324	.189	.086	-.309	-.186	-.083	.260	-.199	.339
Frequency of follow-up	-.379	-.404	.159	.233	-.098	-.680	-.239	.194	.053	-.036	-.250	-.297
Types of follow-up	-.460	-.188	-.423	-.606	-.105	.289	-.339	-.404	-.487	-.274	-.266	.198
NDN ORGANIZATION												
Budget breakdwon by stage	-.106	.027	-.428	.105	.151	.241	.138	-.639	-.531	-.342	-.133	.120
Anticipated continuation	-.531	-.070	-.005	-.206	.073	-.373	-.016	.109	-.056	-.403	-.299	-.144
Communications with SFs	-.587	-.061	-.776	-.270	.346	-.104	.216	-.137	-.385	-.337	-.480	-.372
Communications with DDs	-.121	.101	-.234	-.237	.027	.174	-.097	.066	.175	.159	.057	.398
Attitude toward counterpart	.008	-.232	.148	-.044	.015	-.160	.193	.175	.121	-.060	-.231	-.129
DD/LEA assistance	.911	.189	-.072	.010	.511	.513	.840	-.163	-.034	-.110	.140	-.587
Attitude toward NDN	.624	.265	.360	-.085	-.461	-.487	-.423	.563	.658	.662	.425	-.020
Participation	-.076	-.197	.317	.114	-.107	.322	-.004	.186	-.007	-.024	-.072	-.150
Assistance from ED	-.114	.035	-.066	-.027	-.382	.087	-.170	-.365	-.294	-.197	.218	.236
Assessment of ED	.158	.174	.119	.129	.162	.183	.142	-.087	.120	.063	-.134	.451
Other sources of assistance	.146	.117	-.098	-.167	-.306	-.432	-.287	.408	.333	.542	-.122	-.182
Multiple correlation (R)	.820	.844	.791	.784	.869	.752	.803	.872	.918	.894	.772	.796
Proportion variance explained (R^2)	.672	.712	.625	.615	.754	.564	.644	.761	.842	.798	.596	.633
F ratio on regression	0.91	1.11	0.75	0.71	1.38	0.58	0.81	1.42	2.38	1.77	0.66	0.77
P (df = 38,17) <	.602	.425	.778	.809	.242	.918	.713	.219	.029	.103	.857	.754

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*Each column represents a separate regression analysis. Column headings indicate outcome measure and column entries represent standardized regression coefficients for the respective predictor variables (rows). Summary statistics (R, R^2, F, etc.) indicate the strength of the overall association of predictors to outcome measures.

relationship among predictor and criterion variables when all such variables are standardized to have unit (and therefore equivalent) variance. This allows for direct comparison among coefficients in terms of their squares. That is, the relative importance or influence of each of a set of standardized regression coefficients in "explaining" (or accounting for) criterion variance is exactly proportional to the squares of those coefficients. A coefficient of 1.00 is four times as potent as a coefficient of 0.50 in accounting for criterion variance.

Table 16 presents the results of regression of Developer variables on adoption outcomes. Table 17 presents a similar table of results for Facilitator analyses. For each of these sets of analyses, input and process characteristics of the change agent (Developer or Facilitator) are examined against a variety of appropriately aggregated measures of adoption effects. The reader will note that each column in the tables of regression coefficients represents the results of a complete multiple regression analysis. These separate analyses have been grouped in terms of primary and secondary outcomes measured in the evaluation. Here the analysis is at the level of the NDN change agent, but does not take into account characteristics of the LEAs (inputs and processes) except as these are aliased by the change agent variables. These analyses, then, show the estimated extents to which change agent tactics influence various aspects of the adoption process and outcomes. However, because the number of variables is large relative to the number of observations (N), the R^2 values are greatly exaggerated, and regression coefficients are relatively unstable. Thus, although these results should be interpreted with great caution, they do suggest some patterns, particularly in terms of the relative magnitudes of R^2 across outcome measures.

Table 18 presents the results of regression analyses on LEA input and process measures, developed from the primary contact survey. Here the level of analysis is the LEA, but does not take into account the change agent characteristics, except as these are aliased by certain LEA variables. These analyses show the estimated extents to which local

Table 18

STANDARDIZED REGRESSION COEFFICIENTS* (BETA WEIGHTS) FOR REGRESSION OF PRIMARY CONTACT VARIABLES ON ADOPTION OUTCOMES--PART A: PRIMARY IMPACTS

PRIMARY CONTACT VARIABLES	Adoption Scope	Adoption Level	Adoption Fidelity	Project Innovativeness	Implementation Complexity	Implementation Problems	Implementation Success	Evaluation (subjective)	Secondary Diffusion
EDUCATIONAL CLIMATE									
Staff/administration rapport	-.007	-.042	.042	.004	-.035	-.044	.125	.146	.006
Attitude toward change	-.003	.031	-.006	-.027	.017	.036	-.016	.022	.002
Staff rapport	.119	-.004	.022	-.018	-.008	-.032	.172	.234	-.035
Sense of participation	.443	.018	.036	.028	-.018	.031	.100	.014	.068
Motivation toward change	-.033	-.055	-.042	-.116	.019	-.007	-.067	-.095	.018
Local support for project	.097	.044	.040	.193	.115	-.114	.320	.315	.157
Obstacles to change	-.006	.001	-.023	.025	-.140	.055	-.010	.035	.089
District or school needs assess.	.013	-.005	-.081	.040	.088	.018	.065	.023	.003
History of community problems	-.030	-.021	.003	.063	-.024	.087	.019	-.039	.094
DISTRICT DEMOGRAPHICS									
No. public schl. bldgs. in distr.	.008	.040	-.004	.009	.162	.056	.030	.030	-.033
Total district enrollment	.027	.046	.028	.003	-.052	-.040	.041	.040	.032
Ethn. comp. of distr. enroll.	-.009	-.000	-.054	-.009	.011	.021	.011	.027	-.041
District urbanism									
PRIMARY CONTACT CHARACTERISTICS									
Current assignment	-.011	-.059	.051	.024	-.103	.010	.012	.013	-.055
Years at school	.011	.034	-.018	-.023	-.037	.005	.077	.001	-.043
Years in district	.003	.008	-.037	-.053	-.025	-.037	-.035	-.034	-.004
Years in profession	-.026	-.027	.049	.003	.006	-.047	-.006	.020	-.002
Pre-post impl. involvement	.047	.156	.295	-.039	.070	.181	-.012	-.037	-.063
Current roles in project	.145	.046	.100	.025	.042	.045	.091	.058	.098
ADOPTION PROCESS									
Adoption-related staff mtgs.	.054	.108	-.023	-.001	.152	.075	.074	.105	.112
Impl. problems req. assist.	.030	.107	.065	.066	.069	.267	-.051	-.076	.004
Post-impl. training	.053	.122	-.030	-.008	.220	.074	-.082	.065	.045
Length (duration) of impl.	.104	.091	-.055	-.004	.068	.123	.049	.053	-.046
Pre-start-up training	.111	.059	.011	-.030	.092	.008	-.008	-.029	.092
Multiple correlation (R)	.484	.479	.408	.232	.665	.538	.654	.634	.401
Proportion variance explained (R^2)	.235	.229	.166	.054	.442	.290	.427	.402	.161
F ratio on regression	13.60	13.21	8.85	2.51	35.15	18.16	33.12	29.82	8.52
P (df = 23,1021) <	.000	.000	.000	.000	.000	.000	.000	.000	.000

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*Each column represents a separate regression analysis. Column headings indicate outcome measure and column entries represent standardized regression coefficients for the respective predictor variables (rows). Summary statistics (R, R^2, F, etc.) indicate the strength of the overall association of predictors to outcome measures.

Table 18 (concluded)

STANDARDIZED REGRESSION COEFFICIENTS* (BETA WEIGHTS)
FOR REGRESSION OF PRIMARY CONTACT VARIABLES ON
ADOPTION OUTCOMES--PART B: PROCESS IMPACTS

PRIMARY CONTACT VARIABLES	Pre-start-up Training Evaluation	Post-implementation Training Evaluation	Materials Received (Types)	Materials Evaluation	Demonstration Site Evaluation	Assistance by DD	LEA Evaluation of DD	Assistance by SF	LEA Evaluation of SF	Financial Assistance by SF	LEA Evaluation of Outside Assistance	Formal Impact Evaluation	Cost
EDUCATIONAL CLIMATE													
Staff/administration rapport	.042	.012	-.002	-.121	.079	.040	.080	.023	.002	.018	.073	.040	-.097
Attitude toward change	.022	-.020	-.044	-.017	.059	-.007	-.018	-.030	-.007	-.049	-.032	.017	.016
Staff rapport	.003	.039	.074	.109	-.035	.094	.029	.018	.090	.008	.029	.037	.058
Sense of participation	.039	.052	.046	-.008	-.002	-.030	.072	-.025	-.029	-.010	.060	.064	-.016
Motivation toward change	-.031	-.004	.068	-.025	-.068	.188	-.011	.083	.070	.085	.020	-.007	-.032
Local support for project	.129	.100	.026	.200	.141	.037	.179	.100	.114	.088	.194	.167	.104
Obstacles to change	.018	-.017	.016	.053	.016	.030	.078	.001	.055	.026	.067	.032	-.022
District or school needs assess.	-.008	-.011	.136	.036	.146	.051	-.025	.053	.018	.055	.001	.087	.165
History of community problems	.022	.011	.048	-.038	.011	.074	.026	.033	-.029	.036	.037	.063	.009
DISTRICT DEMOGRAPHICS													
No. public schl. bldgs. in distr.	-.032	-.001	.024	-.031	.022	.034	-.028	.055	-.002	.037	-.010	.060	.040
Total district enrollment	.042	.016	.020	.087	-.004	.017	.047	.027	.062	.083	.074	-.071	-.027
Eth. comp. of dist. enroll.	-.012	.011	-.061	.043	.021	-.011	-.031	-.061	-.086	-.060	-.046	-.019	-.005
District urbanism													
PRIMARY CONTACT CHARACTERISTICS													
Current assignment	.002	-.016	-.024	.084	-.057	-.011	.012	-.114	-.102	-.070	-.016	-.017	-.008
Years at school	.084	-.003	-.038	.035	-.002	.034	.005	.030	-.012	.025	.025	-.005	-.051
Years in district	-.066	-.017	-.006	-.028	-.049	-.089	-.048	-.005	-.018	-.059	-.069	-.009	.039
Years in profession	.038	.036	-.001	.047	.038	.020	.047	-.016	.048	.032	.057	-.015	.019
Pre-post impl. involvement	.092	-.047	.175	-.038	-.086	-.101	-.112	.049	-.007	-.008	-.079	-.051	-.028
Current roles in project	.038	.050	.100	.068	-.030	.092	.006	.103	.102	.112	.059	.127	-.016
ADOPTION PROCESS													
Adoption-related staff mtgs.	.189	.080	-.019	.031	.191	.168	.104	.034	.031	.039	.126	.247	.000
Impl. problems req. assist.	-.123	.019	-.078	-.109	-.019	.106	-.049	.045	-.039	.041	-.033	.053	-.015
Post-impl. training	-.052	.555	.026	.043	.196	.191	.105	.011	-.021	.033	.151	.182	.225
Length (duration) of impl.	-.035	.044	.067	.053	.097	.106	.031	-.187	-.120	-.141	-.031	.007	.042
Pre-start-up training	.338	.016	.200	.062	.070	.191	.203	.121	.063	.092	.226	.049	.021
Multiple correlation (R)	.537	.686	.495	.424	.561	.626	.468	.408	.346	.377	.584	.729	.402
Proportion variance explained (R^2)	.288	.471	.245	.180	.315	.392	.219	.167	.120	.142	.341	.532	.161
F ratio on regression	17.98	39.50	14.42	9.75	20.41	28.60	12.47	8.87	6.04	7.37	22.93	50.38	8.56
P (df = 23,1021) <	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

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[*] Each column represents a separate regression analysis. Column headings indicate outcome measure and column entries represent standardized regression coefficients for the respective predictor variables (rows). Summary statistics (R, R^2, F, etc.) indicate the strength of the overall association of predictors to outcome measures.

conditions, processes, and contexts influence various aspects of adoptions. Because of the large number of observations (N = 1,045) the estimates are relatively stable and a standardized regression coefficient greater than .07 is significant (at $p < .05$). But it must be kept in mind that many of the measured LEA characteristics are believed to interact with and be influenced by NDN diffusion tactics, such that observed relationships by no means reflect the "pure" influence of school variables.

Similarly, Tables 19 through 21 present regression results for analyses on variables from the site visit subsurvey. Because of the limited number of schools included in this subsurvey, and because of the relatively few cases available in each category, these results are considered only suggestive. Also, as with the LEA analyses presented in Table 18, effects of diffusion tactics are confounded in these tables.

Results of the integrated stepwise (Developer-adopter and Facilitator-adopter) analyses are presented in Tables 22 and 23, respectively. As described earlier, these results were obtained by means of stepwise regression procedures, such that only the significant (at or beyond the .05 level of confidence that the predictor-outcome relationship is not due to chance) predictor variables are included in a given analysis. The coefficients entered in these tables are, therefore, all significant, and their potency in influencing a given outcome is directly proportional to their squares. Also, the number of observations is large relative to the number of variables in most equations, so that interpretation of explained variance (R^2) becomes meaningful. Accordingly, these analyses suggest the "best" subset of a large number of available predictors. The results presented in Tables 22 and 23 constitute the primary statistical evidence used to support our interpretation and evaluation of key NDN processes.

Multiple Discriminant Analysis

Considerable interest is commonly expressed in the stability of change introduced into schools in the form of innovative practices. One measure of anticipated continuation was provided by the Spring 1976 survey, in which Primary Contact respondents indicated the likelihood they would still

Table 19

STANDARDIZED REGRESSION COEFFICIENTS[*] (BETA WEIGHTS) FOR REGRESSION OF TEACHER VARIABLES ON ADOPTION OUTCOMES--PART A: PRIMARY IMPACTS

TEACHER VARIABLES	Adoption Level	Adoption Fidelity	Project Innovativeness	Implementation Problems	Implementation Success	Evaluation (subjective)	Secondary Diffusion
EDUCATIONAL CLIMATE							
Centralization	-.090	.128	-.028	.102	-.005	-.020	-.303
Staff/administration rapport	.312	-.033	-.014	-.002	.009	-.032	.055
Admin. authority/leadership	.015	-.196	.044	.042	-.065	.108	-.151
Attitude toward change	-.083	.091	.063	-.021	.161	.236	.009
Staff rapport	.009	.002	.001	-.052	-.024	-.015	.042
Sense of participation	.092	-.111	.100	-.031	-.051	-.009	.152
Sense of potency	.016	.197	-.063	-.073	.033	-.040	-.100
Motivation toward change	-.038	-.003	-.112	.018	-.095	-.079	.016
Local support for project	-.031	.159	.171	-.069	.491	.358	.231
Obstacles to change	.052	.151	-.021	.193	.055	.034	-.119
TEACHER CHARACTERISTICS							
Current assignment	-.277	.004	.092	.049	-.013	-.037	-.136
Years at school	.144	.160	-.146	-.011	.081	-.064	-.063
Years in district	-.219	.048	.097	-.024	-.109	-.140	-.158
Years in professional	.112	.116	-.166	.047	-.119	.176	.114
Age	.137	-.098	-.120	.098	-.005	.180	.064
Current degree	-.109	.060	-.035	.119	-.037	-.206	-.082
Work toward advanced degree	-.006	-.079	-.065	-.080	-.026	-.164	.031
How became involved	.251	-.099	-.017	-.044	.038	-.072	.103
Pre-post impl. involvement	.057	.032	.083	-.084	.047	-.018	.080
ADOPTION PROCESS							
Adoption-related staff mtgs.	-.068	.037	.185	.070	.186	.166	.140
Impl. problems req. assist.	-.043	.028	.066	.385	-.090	-.047	-.195
Post-impl. training	-.055	-.003	-.001	-.082	.205	.197	-.019
Length (duration) of impl.	-.028	-.197	-.032	.245	-.064	.057	.209
Pre-start-up training	-.003	-.053	.002	.006	-.050	-.088	.012
Multiple correlation (R)	.496	.448	.393	.579	.682	.626	.558
Proportion variance explained (R^2)	.246	.201	.154	.335	.465	.392	.311
F ratio on regression	1.68	1.30	0.94	2.60	4.48	3.33	2.33
P (df = 24,124) <	.035	.179	.546	.000	.000	.000	.001

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[*] Each column represents a separate regression analysis. Column headings indicate outcome measure and column entries represent standardized regression coefficients for the respective variables (rows). Summary statistics (R, R^2, F, etc.) indicate the strength of the overall association of predictors to outcome measures.

Table 19 (concluded)

STANDARDIZED REGRESSION COEFFICIENTS* (BETA WEIGHTS) FOR REGRESSION OF TEACHER VARIABLES ON ADOPTION OUTCOMES--PART B: PROCESS IMPACTS

TEACHER VARIABLES	Pre-start-up Training Evaluation	Post-implementation Training Evaluation	Materials Received (Types)	Demonstration Site Evaluation	LEA Evaluation of Outside Assistance
EDUCATIONAL CLIMATE					
Centralization	.079	.011	-.092	.198	.012
Staff/administration rapport	.016	.055	.021	-.003	-.008
Admin. authority/leadership	-.052	.060	.129	-.007	.002
Attitude toward change	-.014	-.167	-.050	-.059	-.012
Staff rapport	-.024	.035	-.144	-.213	-.093
Sense of participation	.018	.046	.079	.104	.178
Sense of potency	.041	.048	.120	.154	.139
Motivation toward change	-.005	.043	.053	-.036	.022
Local support for project	.103	.041	.072	.044	.188
Obstacles to change	-.071	.058	.001	.015	.133
TEACHER CHARACTERISTICS					
Current assignment	.018	.167	.129	.164	-.030
Years at school	-.160	-.086	-.119	-.049	-.197
Years in district	.132	-.120	-.048	.131	-.150
Years in profession	-.192	-.030	-.085	-.245	.275
Age	-.084	-.033	-.054	-.135	.065
Current degree	-.008	.054	-.002	.136	-.101
Work toward advanced degree	.062	.015	-.063	.134	-.018
How became involved	.051	-.085	-.054	.059	-.022
Pre-post impl. involvement	.081	.020	.045	.207	.064
ADOPTION PROCESS					
Adoption-related staff mtgs.	.081	-.084	.232	.128	.208
Impl. problems req. assist.	-.170	-.134	-.062	.105	.148
Post-impl. training	-.033	.754	.158	-.117	.135
Length (duration) of impl.	.043	.042	.072	.128	.120
Pre-start-up training	.603	.046	.136	.219	.144
Multiple correlation (R)	.785	.790	.522	.572	.639
Proportion variance explained (R^2)	.616	.624	.272	.378	.408
F ratio on regression	8.27	8.56	1.93	2.52	3.57
P (df = 24,124) <	.000	.000	.011	.001	.000

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*Each column represents a separate regression analysis. Column headings indicate outcome measure and column entries represent standardized regression coefficients for the respective variables (rows). Summary statistics (R, R^2, F, etc.) indicate the strength of the overall association of predictors to outcome measures.

Table 20

STANDARDIZED REGRESSION COEFFICIENTS* (BETA WEIGHTS) FOR REGRESSION OF PRINCIPAL VARIABLES ON ADOPTION OUTCOMES

PRINCIPAL VARIABLES	Implementation Problems	Implementation Success	Evaluation (subjective)	Secondary Diffusion
EDUCATIONAL CLIMATE				
Centralization	-.234	.204	.082	.032
Staff/administration rapport	.101	-.009	.013	.020
Admin. authority/leadership	-.221	.304	-.439	-.424
Attitude toward change	-.275	.362	.452	-.109
Staff rapport	-.207	.062	-.008	.038
Motivation toward change	-.450	.021	-.394	.223
Local support for project	.296	.049	.512	.453
Obstacles to change	.073	.241	.001	.085
PRINCIPAL CHARACTERISTICS				
Current assignment	.136	-.474	.287	.149
Years at school	.115	.123	-.203	.015
Years in district	.080	-.390	.155	.231
How became involved	.275	.080	-.013	.043
Current roles in project	-.025	.431	.136	-.455
Perceived familiarity w/ project	-.144	.183	-.373	.150
ADOPTION PROCESS				
Post-impl. training	.020	.061	-.285	.311
Multiple correlation (R)	.694	.754	.798	.787
Proportion variance explained (R^2)	.482	.568	.636	.619
F ratio on regression	.868	1.23	1.63	1.52
P (df = 15,14)	.607	.352	.183	.220

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*Each column represents a separate regression analysis. Column headings indicate outcome measure and column entries represent standardized regression coefficients for the respective variables (rows). Summary statistics (R, R^2, F, etc.) indicate the strength of the overall association of predictors to outcome measures.

Table 21

STANDARDIZED REGRESSION COEFFICIENTS[*] (BETA WEIGHTS) FOR REGRESSION OF CENTRAL ADMINISTRATOR VARIABLES ON ADOPTION OUTCOMES

CENTRAL ADMINISTRATOR VARIABLES	Evaluation (subjective)	Secondary Diffusion	Cost
EDUCATIONAL CLIMATE			
Centralization	.174	-.049	.645
Staff/administrative rapport	.221	-.028	.033
Admin. authority/leadership	-.462	-.235	.177
Attitude toward change	.453	.287	-1.143
Motivation toward change	.613	-.309	-.245
Obstacles to change	-.607	.085	.141
CENTRAL ADMINISTRATOR CHARACTERISTICS			
Current assignment	.349	.094	.221
How became involved	.037	.068	.083
Current roles in project	.743	.594	.222
Perceived familiarity w/ project	.164	.355	-.593
Primary responsibility for innov.	-.060	-.141	.400
ADOPTION PROCESS			
Post-impl. training	-.127	.169	.731
Multiple correlation (R)	.924	.805	.766
Proportion variance explained (R^2)	.853	.649	.587
F ratio on regression	3.39	1.08	0.83
P (df = 12,7)	.057	.480	.631

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[*] Each column represents a separate regression analysis. Column headings indicate outcome measure and column entries represent standardized regression coefficients for the respective predictor variables (rows). Summary statistics (R, R^2, F, etc.) indicate the strength of the overall association of predictors to outcome measures.

Table 22

STANDARDIZED REGRESSION COEFFICIENTS (BETA WEIGHTS) FOR COMBINED DEVELOPER/ADOPTER VARIABLES SHOWING SIGNIFICANT INFLUENCES* ON AVERAGE ADOPTION EFFECTS--PART A: PRIMARY IMPACTS

	Adoption Scope	Adoption Level (schls)	Adoption Level (grades)	Adoption Fidelity	Project Innovativeness	Implementation Complexity	Implementation Problems	Implementation Success	Evaluation (subjective)	Secondary Diffusion
DEVELOPER VARIABLES										
CHANGE AGENT CHARACTERISTICS										
Staff size, experience				-.369					.264	
Dissemination start date			-.333			.333		.215		
Base support				.214						
NDN PROCESSES--INITIATION										
Outreach										
Strategy		.297								
Volume (awareness)										-.268
Conferencing					.299	-.113				
Variations: methods										
Variations: content										
Use of return postcards						-.177				
LEA visits to DD site										
Networking (awareness)						.284				
Pre-training requirements							.294			
Attendance requirements										-.336
Range: trng content, methods							-.533			
Variation: length, cont, meth									-.235	
Targets (training)										
Volume (training)										
Networking (training)										
Turnkey									-.365	
Training problems						-.206				
Proj level at DD site						.208				
Number adoption agreements										
Conditions for agreements				-.422						
Who establishes	-.253					-.211				
NDN PROCESSES--IMPLEMENTATION										
Number of adoptions										
Overflow and reasons				.288						.276
Frequency of follow-up				.356						
Proportion adopters visited						.209		.453		
Types of follow-up	.278									-.209
Interaction pattern							.199			
Fidelity of adoptions										
NDN ORGANIZATION										
Budget breakdown by stage										
Anticipated continuation			-.261							
Materials preparation										
Materials to SF/SEA										
Communications with SFs										
Communications with DDs				-.421		.176				
Attitude toward counterpart	-.261									
Attitude toward NDN				.344						-.251
Participation										
Assistance from ED										
Assessment of ED										
Other sources of assistance										
PRIMARY CONTACT VARIABLES										
CHARACTERISTICS OF ADOPTER LEAS										
Staff/administration rapport								.187	.487	
Attitude toward change			.309				.411			
Staff rapport										
Sense of participation				.421						
Motivation toward change										
Local support for project						.111		.278		
Adoption-related staff meetings						.564	.343			.520
Impl problems req assistance			.397							
Post-implementation training				-.269			.415			
Duration of implementation							.397			
Pre-start-up training										
Obstacles to change				.263						.284
Current assignment										
Years at school					.534			.242		
Years in district						.157				
Years in profession										
Pre/post implementation involve.				-.321						
Current roles in project	.477			.340					.495	
District or school needs assmt				-.322			-.220			
History of community problems					.342					
District size (buildings)										
District size (enrollment)										
Ethnic composition										
District ruralism					.255	.198				
Multiple correlation (R)	.675	.297	.602	.921	.699	.970	.906	.847	.902	.813
Proportion variance explained (R^2)	.456	.088	.364	.850	.488	.941	.822	.718	.814	.661
F ratio on regression	9.63	4.75	6.57	16.09	10.97	45.17	24.17	22.92	39.30	12.00
df regression, residual	4,46	1,49	4,46	13,37	4,46	13,37	8,42	5,45	5,45	7,43
Significance (p<)	.000	.034	.000	.000	.000	.000	.000	.000	.000	.000

*Stepwise regression analysis procedures were used such that only variables (rows) providing significant ($p < .05$) independent explanation of the criterion measure (column) were included.

Adopter outcome measures were aggregated (averaged) to respective Developers.

Table 22 (concluded)

STANDARDIZED REGRESSION COEFFICIENTS (BETA WEIGHTS) FOR COMBINED DEVELOPER/ADOPTER VARIABLES SHOWING SIGNIFICANT INFLUENCES* ON AVERAGE ADOPTION EFFECTS--PART B: PROCESS IMPACTS

	Pre-start-up Training Evaluation	Post-Implementation Training Evaluation	Materials Received (types)	Materials Evaluation	Demonstration Site Evaluation	Assistance by DD	LEA Evaluation of DD	Assistance by SF	LEA Evaluation of SF	Financial Assistance by SF	LEA Evaluation of Outside Assistance	Formal Impact Evaluation	Cost
DEVELOPER VARIABLES													
CHANGE AGENT CHARACTERISTICS													
Staff size, experience			.471	.344						-.512		-.136	
Dissemination start date													-.234
Base support				-.250						-.161			
NDN PROCESSES--INITIATION													
Outreach													
Strategy													
Volume (awareness)													
Conferencing													
Variations: methods													
Variations: content	-.246									.402			
Use of return postcards													
LEA visits to DD site			-.350		.189					.679			
Networking (awareness)					-.318								
Pre-training requirements	-.229			-.380					-.227				
Attendance requirements			-.284				.237						
Range: trng content, methods				.274	-.167								
Variation: length, cont, meth	-.395											.236	
Targets (training)													
Volume (training)													
Networking (training)		-.268						.352	.436	.481			
Turnkey													
Training problems													-.217
Proj level at DD site													.147
Number adoption agreements													-.412
Conditions for agreements													
Who establishes			-.294							.423			
NDN PROCESSES--IMPLEMENTATION													
Number of adoptions													
Overflow and reasons										-.168			
Frequency of follow-up													
Proportion adopters visited										.352			
Types of follow-up										-.341			
Interaction pattern													
Fidelity of adoptions													
NDN ORGANIZATION													
Budget breakdown by stage			-.243										
Anticipated continuation													
Materials preparation	.231												
Materials to SF/SEA													.274
Communications with SFs													
Communications with DDs	.358												
Attitude toward counterpart													
Attitude toward NDN								-.543	-.277	-.463			
Participation									.242			.177	
Assistance from ED													
Assessment of ED								-.308	-.198			-.169	
Other sources of assistance													
PRIMARY CONTACT VARIABLES													
CHARACTERISTICS OF ADOPTER LEAs													
Staff/administration rapport										.673		.235	
Attitude toward change													.320
Staff rapport			.331	.338						-.447		.185	-.300
Sense of participation							.568		-.399		.286		.308
Motivation toward change									.350		.176		-.638
Local support for project				.225			.363			-.197		.248	.543
Adoption-related staff meetings					.365				.283		.299	.299	
Impl problems req assistance								.236					
Post-implementation training		.695			.534	.510		.462		.738	.277	.325	
Duration of implementation								-.617	-.373	-.464			
Pre-start-up training	.396		.414			.280							
Obstacles to change					.508								.175
Current assignment									-.231				
Years at school	.184												
Years in district													-.307
Years in profession			.340										
Pre/post implementation involve.													
Current roles in project	.325												
District or school needs assmt													
History of community problems					-.349	.323							
District size (buildings)								.249					
District size (enrollment)													
Ethnic composition									.344				
District ruralism													
Multiple correlation (R)	.854	.745	.823	.708	.892	.803	.681	.813	.872	.942	.745	.946	.924
Proportion variance expld (R^2)	.729	.556	.677	.502	.796	.645	.464	.660	.760	.888	.556	.896	.853
F ratio on regression	16.16	30.08	11.00	7.38	23.90	28.51	13.55	11.96	11.23	18.46	14.38	39.04	18.36
df regression, residual	8,42	2,48	8,42	6,44	7,43	3,47	3,47	7,43	11,39	15,35	4,46	9,41	12,38
Significance ($p <$)	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

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*Stepwise regression analysis procedures were used such that only variables (rows) providing significant ($p < .05$) independent explanation of the criterion measure (column) were included.

Adopter outcome measures were aggregated (averaged) to respective Developers.

Table 23

STANDARDIZED REGRESSION COEFFICIENTS (BETA WEIGHTS) FOR COMBINED FACILITATOR/ADOPTER VARIABLES SHOWING SIGNIFICANT INFLUENCES* ON AVERAGE ADOPTION EFFECTS--PART A: PRIMARY IMPACTS

	Adoption Scope	Adoption Level (schools)	Adoption Level (grades)	Adoption Fidelity	Project Innovativeness	Implementation Complexity	Implementation Problems	Implementation Success	Evaluation (subjective)	Secondary Diffusion
FACILITATOR VARIABLES										
CHANGE AGENT CHARACTERISTICS										
Staff size, experience										
Staff differentiation										-.243
Base support										
Territory										
NDN PROCESSES--INITIATION										
Outreach										
Strategy										
Volume (awareness)										-.521
Conferencing										.230
Variations: methods										
Variations: content				.399						.468
Use of return postcards										
LEA visits to DD site									-.253	
Networking		-.403								
LEA awareness response										
Recurring problems										
Pre-training requirements										
Targets (training)	-.425									
Volume (training)					-.303				.228	
Networking (training)		.303						.301		
Turnkey										
Training problems								-.198	.194	
Number adoption agreements										
Conditions for agreements										
Who establishes										
NDN PROCESSES--IMPLEMENTATION										
Number of adoptions										
Frequency of follow-up					-.271			-.282		
Types of follow-up										
NDN ORGANIZATION										
Budget breakdown by stage						-.252				
Anticipated continuation				.224						
Communications with SFs									-.164	
Communications with DDs										
Attitude toward counterpart	-.225									
DD/LEA assistance			-.413							
Attitude toward NDN										
Participation				.254						
Assistance from ED										
Assessment of ED					.295					.327
Other sources of assistance										-.437
PRIMARY CONTACT VARIABLES										
CHARACTERISTICS OF ADOPTER LEAs										
Staff/administration rapport	.270			.386	.296			.293		
Attitude toward change										
Staff rapport									.223	-.195
Sense of participation								.325		-.397
Motivation toward change			.287							
Local support for project						.182			.593	
Adoption-related staff meetings		.361								
Impl problems req assistance	.271						.553			
Post-implementation training					-.347	.431				
Duration of implementation										
Pre-start-up training					.286					.682
Obstacles to change									-.376	
Current assignment										
Years at school										
Years in district										
Years in profession										
Pre/post implementation involve.	.236						.294			.330
Current roles in project								.438		
District or school needs assmt			.366			.219				
History of community problems										
District size (buildings)									.541	
District size (enrollment)										
Ethnic composition									-.247	
District ruralism										
Multiple correlation (R)	.646	.534	.653	.576	.756	.798	.651	.827	.881	.869
Proportion variance expld (R^2)	.417	.286	.427	.332	.571	.638	.424	.685	.776	.756
F ratio on regression	7.16	6.93	12.90	6.34	10.87	22.47	19.48	17.73	17.74	13.94
df regression, residual	5,50	3,52	3,52	4,51	6,49	4,51	2,53	6,49	9,46	10,45
Significance ($p <$)	.000	.001	.000	.000	.000	.000	.000	.000	.000	.000

*Stepwise regression analysis procedures were used such that only variables (rows) providing significant ($p \leq .05$) independent explanation of the criterion measure (column) were included.

Adopter outcome measures were aggregated (averaged) to respective Facilitators.

Table 23 (concluded)

STANDARDIZED REGRESSION COEFFICIENTS (BETA WEIGHTS) FOR COMBINED FACILITATOR/ADOPTER VARIABLES SHOWING SIGNIFICANT INFLUENCES* ON AVERAGE ADOPTION EFFECTS--PART B: PROCESS IMPACTS

	Pre-start-up Training Evaluation	Post-implementation Training Evaluation	Materials Received (types)	Materials Evaluation	Demonstration Site Evaluation	Assistance by DD	LEA Evaluation of DD	Assistance by SF	LEA Evaluation of SF	Financial Assistance from SF	LEA Evaluation of Outside Assistance	Formal Impact Evaluation	Costs
FACILITATOR VARIABLES													
CHANGE AGENT CHARACTERISTICS													
Staff size, experience													
Staff differentiation													
Base support							.266						
Territory													
NDN PROCESSES--INITIATION													
Outreach													
Strategy									-.327				
Volume (awareness)													
Conferencing													
Variations: methods													
Variations: content									.240		.208		
Use of return postcards								.454	.340				
LEA visits to DD site													
Networking (awareness)													
LEA awareness response		-.332											
Recurring problems													
Pre-training requirements												.209	
Targets (training)													
Volume (training)													
Networking (training)						.134							
Turnkey			.252										
Training problems													
Number adoption agreements				.233				.639	.556		.326		
Conditions for agreements													
Who establishes										.286			
NDN PROCESSES--IMPLEMENTATION													
Number of adoptions													
Frequency of follow-up													
Types of follow-up													
NDN ORGANIZATION													
Budget breakdown by stage								-.266					
Anticipated continuation										-.313	-.246		
Communications with SFs			-.319	-.303									
Communications with DDs													
Attitude toward counterpart													
DD/LEA assistance													
Attitude toward NDN						-.179							
Participation						.293							
Assistance from ED													
Assessment of ED													
Other sources of assistance										.269			
PRIMARY CONTACT VARIABLES													
CHARACTERISTICS OF ADOPTER LEA													
Staff/administration rapport			.284										
Attitude toward change													
Staff rapport									.262		.218	.168	
Sense of participation													
Motivation toward change			.324							-.145			
Local support for project		.243				.195							
Adoption-related staff meeting												.444	
Impl problems req assistance				-.263									
Post-implementation training					.576	.373	.371			-.342		.386	
Duration of implementation										-.298		-.145	
Pre-start-up training	.393			.152			.231				.347		
Obstacles to change				-.541		.224						.264	
Current assignment													
Years at school													
Years in district													
Years in profession										.274			
Pre/post implementation involv			.254	-.237	.265	-.332	-.423				-.396		
Current roles in project		.402		.346					.051	.609		.238	
District or school needs assmt			.196			.444				.243	.248		.565
History of community problems			.333	.359								.361	
District size (buildings)								.319	.306				
District size (enrollment)													
Ethnic composition									-.329				
District ruralism		.214											
Multiple correlation (R)	.393	.709	.776	.831	.594	.872	.693	.696	.807	.815	.824	.909	.565
Proportion variance expld (R^2)	.154	.502	.603	.691	.353	.761	.481	.485	.651	.664	.679	.827	.320
F ratio on regression	9.84	12.86	10.41	13.11	14.44	18.67	11.81	12.02	10.98	10.11	14.54	28.04	25.36
df regression, residual	1,54	4,51	7,48	8,47	2,53	8,47	4,51	4,51	8,47	9,46	7,48	8,47	1,54
Significance ($p <$)	.003	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000

*Stepwise regression analysis procedures were used such that only variables (rows) providing significant ($p < .05$) independent explanation of the criterion measure (column) were included.

Adopter outcome measures were aggregated (averaged) to respective Facilitators.

be using the new practice in the coming school year. The evaluation design provides another, more direct, estimate of the stability of adoptions--namely longitudinal comparison of status of adopters measured in the Fall 1975 survey and again in the Spring 1976 survey.

Altogether, 619 cases were available for the longitudinal analysis on continuation. The basic questions addressed in this analysis are: "What characteristics of LEAs (if any) discriminate those that maintain their adoptions from those that discontinue?" and "With what accuracy can LEAs be classified as likely to continue with adoption on the basis of these characteristics?"

To answer these questions, a multiple discriminant analysis was performed on LEA characteristics available for the set of actual adopters from the Fall 1976 Status Survey (i.e., those reporting they were implementing their projects and expected to continue) who also responded to the Spring 1976 NDN Evaluation Survey. This sample contained 363 cases and breaks down as follows:

356 LEAs were actual adopters in Fall 1975 and Spring 1976.

7 LEAs were actual adopters in Fall 1975 but discontinued in Spring 1976.

The results of this analysis are presented in Table 24, showing univariate F values, standardized discriminant coefficients, and a classification matrix based on the resulting discriminant function. These results suggest that the primary local factors that sustain reported adoptions are:

- The level and number of roles assumed by the Primary Contact or local leader.
- The sense of participation or perceived degree of involvement of the implementing staff.

On the basis of the magnitude of the discriminant coefficient (0.493), the number of years the Primary Contact has been involved in the school district also appears influential and likely serves to establish leadership credentials and capability.

Table 24

RESULTS OF MULTIPLE DISCRIMINANT ANALYSIS

Variable	Univariate F	Standardized Discriminant Function
Staff/administration rapport	1.96	.109
Attitude toward change	.11	.061
Staff rapport	2.36	-.183
Sense of participation	5.99*	-.301
Motivation toward change	.97	.290
Local support for project	2.31	-.255
Obstacles to change	.14	-.044
Teaching assignments	.38	-.191
Years at school	2.32	-.153
Years in district	3.09	-.493
Years in profession	.03	.152
Pre/postimplementation involvement	.16	-.102
Current roles in project	14.65†	-.686
District/school needs assessment	.26	.043
History of community problems	.22	-.172
District size (number of buildings)	.07	.260
District size (enrollment)	.20	-.264
District ethnic composition	.86	.092
District ruralism	1.04	-.173

Classification based on multiple discriminant solution:

	Predicted Status	
Actual Status	Continuation	Discontinuation
Continuation	303 (84%)	53 (14%)
Discontinuation	0 (0%)	7 (2%)

Note: *Indicates $p < 0.05$; †indicates $p < 0.01$.

These findings, although not addressing a primary goal of the evaluation, still are highly consistent with those derived from regression analyses. But because the sample of discontinuations is small and restricted to those cases who claimed to be adopting in the Fall of 1975 (Status Survey) and who completed and returned the subsequent questionnaire in the Spring of 1976, we do not have sufficient confidence that these findings can be generalized at this time. Rather, they appear corroborative of results described in Volume I of this report.

A Step-by-Step Example

An example of data processing from questionnaire returns to regression analyses is provided below to further clarify the statistical treatment of the survey data. In this example, the analysis variable "Staff size and Experience" for Developers is discussed.

Step 1: Survey Returns Tabulation

The descriptive data for questionnaire items dealing with Developer staff size and experience are tabulated in Table 25 below. For each item, a mean, variance, and median statistic is provided. The median was chosen as the distributional statistic to use in scoring items and aggregating scores to the level of analysis variables.

Step 2: Definition of Analysis Variables

Except for dichotomous survey items, the sample median response was used to score survey data. For each variable, operational definitions based on relevant median-scored survey items were developed. In this example, the definition for Developer staff size and experience is described in Table 11, presented earlier in this chapter.

Thus, the information contained in the nine staff size experience items from the questionnaire was reduced to a single continuous variable (range 0-9) indicating for each respondent the number of staff size experience components for which the respondent was above the sample median. For this example, the overall return showed an average of 5.5 "above median staff size/experience components."

Table 25

SURVEY DATA RELATED TO DEVELOPER PROJECT STAFF SIZE AND EXPERIENCE

Question 1. How many professional staff members do you currently have in your Developer/Demonstrator project? (Include only those whose salaries are paid in whole or in part by your Developer/Demonstrator grant.)

Number responding: 62

	Mean Staff	Standard Deviation
Different professional staff members (i.e., total number of persons)	3.4	3.11
Full-time-equivalent professional staff members (a person who works half-time counts as half a person or 0.5)	2.1	2.31

Question 3. Prior to joining the National Diffusion Network, how many of your professional staff members had each of the following kinds of experience? (IF NONE, ENTER "0" AS APPROPRIATE) (NOTE: EACH PERSON MAY BE COUNTED IN MORE THAN ONE CATEGORY)

Number responding: 62

	Mean Staff	Standard Deviation
Have taught at an elementary or secondary school	3.5	3.28
Have taught or done research at a college or university	1.5	1.29
Have served in some other professional capacity (e.g., administrator, pupil service personnel) in a primary or secondary school/central office	1.3	1.22
Have used or tried out an educational innovation project (e.g., have played a role similar to that of current "adopters" in the National Diffusion Network)	1.4	1.60
Have been involved in the dissemination of educational innovations	1.7	2.60
Have trained other people to implement educational innovation projects	1.7	2.60
Have had other experiences that helped prepare them for their functions as Developer/Demonstrators	1.7	2.77

Step 3: Organization of Variables for Regression Analysis

Each of the regression variables created from Step 2 above was then organized for multiple regression analysis. The relationships of predictor to outcome variables have direct interpretations, in line with the item scoring and operational definition steps. For example, Developer staff size and experience is a significant independent predictor of LEA valuation of their adoption project (with a standardized regression coefficient of 0.264). In this example, the result shows that larger and more experienced Developer staffs are more often associated with positive local valuations of adopted projects. This does not mean the size and experience of the Developer staff _causes_ the favorable local response (although it may), but there is a significant and independent relationship between the two measures.

Chapter 3

SPRING 1976 SURVEY RESPONSES

In this chapter are presented response tabulations for the Spring 1976 surveys. Responses to the Developer, Facilitator, and Primary Contact forms of the NDN Evaluation Survey are displayed in Tables 26, 27, and 28 respectively. Response tabulations for the Teacher/Participant, Principal, and Central Administrator (Parts A and B) forms used in the Site Visit Subsurvey are displayed in Tables 29 through 32.

Data obtained through these surveys provide statistical support for descriptive findings reported in Volume I. In addition, responses to the Spring surveys represent the source data for the evaluation variables used in regression analyses, as described in Chapter 2, to identify statistically significant predictors of adoption outcomes.

For each survey item, the number of individuals providing valid responses is given as "Number responding." Variations in the number of individuals responding to specific items within a given instrument are due to several factors. Although only the Primary Contact form contained special skip instructions (for respondents who had not yet begun implementation of their programs or who had discontinued their involvement), respondents occasionally failed to answer one or more items or made illegible or otherwise uncodable responses. Where response options of "Don't know" and/or "Doesn't apply" were provided on the questionnaires, the number of respondents selecting either option is indicated; however, these data are excluded from the count of valid responses.

For most survey items, specific response options were provided (e.g., Question 4 on the Developer survey). In these cases, the number of respondents selecting each option is displayed as "Number of responses." This number has been divided by the total number of valid responses to yield the percentage selecting each option (shown as "Percent of total responses"). For items in which respondents were instructed to select a single option (e.g., Developer Question 4), the percentages sum to 100. Questions in which respondents were asked to "Check all that apply" generally produce combined percentages of more than 100 (e.g., Developer Question 34).

Some questions instructed respondents to construct numerical responses (e.g., Developer Question 1, requesting the number of professional staff members associated with the diffusion project and the number of full-time-equivalent professional staff). In these cases, response tabulations display the average or mean response and the corresponding standard deviation.

Finally, several items on the Developer and Facilitator forms used an open-ended format (e.g., Developer Question 5, asking respondents to describe benefits realized by the home LEA as a result of the Developer's diffusion activities). For such items, response categories were created during the coding/editing stage of data processing activities, based on a review of all responses. Information displayed in the following tables for these open-ended items includes the number and percent of respondents whose answers were grouped into each category. Since many detailed answers included multiple responses, the percentages for open-ended questions generally sum to more than 100.

Table 26

RESPONSE TABULATIONS FOR DEVELOPER/DEMONSTRATOR QUESTIONNAIRE

Question 1. How many professional staff members do you currently have in your Developer/Demonstrator project? (Include only those whose salaries are paid in whole or in part by your Developer/Demonstrator grant.)

Number responding: 62

	Mean Staff	Standard Deviation
Different professional staff members (i.e., total number of persons)	3.4	3.11
Full-time-equivalent professional staff members (a person who works half-time counts as half a person or .5)	2.1	2.31

Question 2. How many of your professional staff members were affiliated with your project before you received your D/D grant?

Number responding: 62

Mean staff: 2.8

Standard deviation: 2.44

Question 3. Prior to joining the National Diffusion Network, how many of your professional staff members had each of the following kinds of experience? (IF NONE, ENTER "O" AS APPRIPRIATE) (NOTE: EACH PERSON MAY BE COUNTED IN MORE THAN ONE CATEGORY)

Number responding: 62

	Mean Staff	Standard Deviation
Have taught at an elementary or secondary school	3.5	3.28
Have taught or done research at a college or university	1.5	1.29
Have served in some other professional capacity (e.g., administrator, pupil service personnel) in a primary or secondary school/ central office	1.3	1.22

Question 3. (continued)

	Mean Staff	Standard Deviation
Have used or tried out an educational innovation project (e.g., have played a role similar to that of current "adopters" in the National Diffusion Network)	1.4	1.60
Have been involved in the dissemination of educational innovations	1.7	2.60
Have trained other people to implement educational innovation projects	1.7	2.60
Have had other experiences that helped prepare them for their functions as Developer/Demonstrators	1.7	2.77

Question 4. To what degree does your "home LEA" encourage or oppose your activities as an NDN Developer/Demonstrator?

Number responding: 62

Response option	Number of Responses	Percent of Total Responses
Strongly encourages	28	45
Mildly encourages	22	36
Neutral	10	16
Mildly opposes	2	3
Strongly opposes	-	-

Question 5. In what ways, if any, has your "home LEA" benefitted from your D/D project?

Number responding: 60 (open-ended question)

Response categories	Number of Respondents	Percent of Respondents
Publicity, national recognition, prestige	36	60
Training for local school district staff	15	25
Exposure to or adoption of other DD programs, contacts with other educators, ideas	14	23
Improved instruction, benefits to students from exposure to DD program, diffusion or incorporation of program within home district	13	22
Additional resources to LEA (e.g., consulting, materials, new staff)	17	28
Project doesn't function in home LEA	2	3
None	3	5
Miscellaneous	16	27

Question 6. What conflicts or misunderstandings, if any, have arisen between your "home LEA" and your D/D project"

Number responding: 60 (open-ended question)

Response category	Number of Respondents	Percent of Respondents
None	36	60
Travel, absence from home project	8	13
Competition between district and project for staff time, loyalty	8	13
Use of LEA's resources (e.g., financial, teachers)	5	8

Question 6. (continued)

Response category	Number of Respondents	Percent of Respondents
Lack of understanding of DD operation (e.g., need, purpose)	3	5
Miscellaneous	6	10

Question 7. When did your group begin providing information about your project to persons or groups who were interested in implementing it in their schools or districts? (That is, when did your group's dissemination activities begin?)

Number responding: 62

	Number of Responses	Percent of total Responses
Prior to 1970	1	2
1970 - 71	9	14
1972 - 73	21	34
1974	15	24
1975	15	24
1976	1	2

Question 8. What is the total number of persons who have received awareness information from your group (through mailings, conferences, visits, etc.)? (PLEASE GIVE YOUR BEST ESTIMATE)

Number responding: 60

Mean number of recipients	7,209.8
Standard deviation	8,509.56

Question 9. Of all the people your group has provided with "awareness" information, about what proportion belong to each of the following categories? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "O" AS APPROPRIATE)

Number responding: 61

	Mean Percent	Standard Deviation
Wrote or phoned us requesting awareness information	32	22.5
Were given awareness information at an educational fair, awareness conference, etc.	46	24.3
Were persons whose names had been given to us by a State Facilitator	12	14.0
Were sent awareness information "blind" (i.e., they had not requested any information)	10	17.6

Question 10. What is the total number of public school districts and non-public schools to which your group has provided "awareness" information? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "O" AS APPROPRIATE)

Number responding: 46

	Mean	Standard Deviation
Public school districts reached	2,026.3	3825.84
Non-public schools reached	176.8	291.44

Question 11. What is the total number of public school districts and non-public schools your group has visited as part of your awareness activities? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "O" AS APPROPRIATE)

Number responding: 61

	Mean	Standard Deviation
Public school districts visited at either the school building level or the central office level	63.0	162.91
Non-public schools visited	7.3	25.82

Question 12. How many of each of the following kinds of awareness conferences that were sponsored by State Facilitators has your group participated in? (IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 34 (1974-75)
62 (1975-76)

	1974-75		1975-76	
	Mean	Standard Deviation	Mean	Standard Deviation
Conferences in which a single D/D project is presented	6.0	8.07	4.1	6.63
Conferences in which several similar D/D projects are presented (e.g., a single program area or cluster)	2.5	4.74	3.1	3.02
Conferences in which several diverse D/D projects are presented (or several clusters of projects)	4.4	4.38	5.1	5.49

Question 13. How much variation would you say there is in the methods you use (mail, conferences, etc.) to inform people about your D/D project?

Number responding: 62

Response Option	Number of Responses	Percent of total Responses
A great deal (1)	11	18
(2)	17	27
(3)	21	34
(4)	10	16
Almost none (5)	3	5

Question 14. How much does the content of the awareness material you provide vary from one group of recipients (e.g., superintendents, teachers, parent groups) to another? That is, do you send the same materials to all groups of individuals or do you send different materials to different groups of individuals?

Number responding: 62

Response option		Number of Responses	Percent of total Responses
Much variation in content from group to group	(1)	2	3
	(2)	14	23
	(3)	15	24
	(4)	19	31
No variation in content from group to group	(5)	12	19

Question 15. When your group mails "awareness" information, how often do you include a post card or other form by which recipients can request further information?

Number responding: 62

Response option		Number of Responses	Percent of total Responses
Always	(1)	30	48
Usually	(2)	12	19
Occasionally	(3)	7	11
Never	(4)	13	21

Question 16. About how many public school districts and non-public schools have sent representatives to your school to attend a demonstration of your project? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "O" AS APPROPRIATE)

Number responding: 60

	Mean	Standard Deviation
Public school districts have sent representatives	70.2	86.92
Non-public schools have sent representatives	7.0	12.02

Question 19. What are the major problems your group faces with its awareness activities? (PLEASE BE SPECIFIC)

Number responding: 57 (open-ended question)

Response category	Number of Respondents	Percent of Respondents
Reaching decision makers (especially at conferences)	13	23
Inappropriate audience (at conferences)	4	7
Inadequate information provided to attendees at conferences; audience not adequately prepared	5	9
Not enough time allowed for presentations at conferences	7	12
Miscellaneous problems dealing with conferences (e.g., transporting materials, gathering and knowing type of audience, space, competition)	15	26
Lack of staff time, resources	13	23
None	4	7
Miscellaneous	11	19

Question 20. Before your group provides training to LEA personnel, which of the following, if any, does your group require or recommend? (CHECK ALL THAT APPLY)

Number responding: 62

Number reporting no pretraining

Requirements or recommendations: 2

	Required		Recommended	
	Number	Percent	Number	Percent
Attend demonstration of project	13	21	31	50
Some direct contact between LEA representatives and their State Facilitator	17	27	32	52
Identification of a local "team" that will implement the project at the adopting location	37	60	19	31
Commit to implement the project	33	53	22	36

Question 17. About what proportion of your group's awareness activities have been conducted in cooperation with State Facilitators and what proportion have been conducted on your own? (PLEASE GIVE YOUR BEST ESTIMATES)

Number responding: 62

	Mean Percent	Standard Deviation
Are done in cooperation with State Facilitators (i.e., they assist in managing or scheduling)	50.6	29.07
Are done on our own	49.4	29.07

Question 18. If your group has any "awareness" techniques or procedures that you feel are particularly effective, please describe them below. (PLEASE BE SPECIFIC)

Number responding: 48 (open-ended question)

Response category	Number of Respondents	Percent of Respondents
Personal contact, visits, presentations (no specific techniques identified)	9	19
Personal contact with specific groups	7	15
Techniques used in personal contacts: hands-on experience for audience	9	19
Techniques used in personal contacts: films, tapes, other multimedia devices	9	19
Other techniques used in personal contacts	8	17
Unspecified use of multimedia material	9	19
High quality, attractive materials, brochures	8	17
Follow-up (e.g., phone calls, written requests)	3	6
None	2	4
Miscellaneous	11	23

Question 20. (continued)

	Required		Recommended	
	Number	Percent	Number	Percent
Familiarity with the project philosophy	34	55	24	39
Other requirements or recommendations	18	29	6	10

Question 21. Does your group make any requirements or recommendations as to what categories of persons (e.g., teachers, principals) are to attend training sessions for your project? (PLEASE CHECK ONE)

Number responding: 61

		Number of Responses	Percent of total Responses
Yes:	We require certain groups to attend	19	31
Yes:	We recommend that certain groups attend	40	65
No:	We make no requirements or recommendations about what groups are to attend	2	3

Question 22. When your group trains LEA personnel, how often do you send the following kinds of "advance materials" to persons who will be trained? (PLEASE CHECK ONE BOX FOR EACH KIND OF MATERIALS)

Number responding: 61

	Always		Usually		Occasionally		Never	
	No.	%	No.	%	No.	%	No.	%
Agenda or overview of session	35	57	17	28	5	8	4	7
Advance copies of training manuals or materials	19	31	18	30	14	23	10	16

Question 23. About how often has each of the following methods been included in the training your staff has provided? (PLEASE CHECK ONE BOX FOR EACH METHOD)

Number responding: 62

	Always		Usually		Occasionally		Never	
	No.	%	No.	%	No.	%	No.	%
Role playing, games, or simulation	24	40	13	22	15	25	8	13
Lectures	36	60	12	20	7	12	5	8
Films or videotapes	36	58	10	16	10	16	6	10
Demonstrations	41	67	13	21	6	10	1	2
Actual practice, "hands-on" experience	38	61	14	23	8	13	2	3
Question & answer session	58	93	4	6	-	-	-	-
Group discussion	54	87	6	10	2	3	-	-

Question 24. About how often has each of the following topics been included in the training your staff has provided? (PLS. CHECK ONE BOX FOR EACH TOPIC)

Number responding: 62

	Always		Usually		Occasionally		Never	
	No.	%	No.	%	No.	%	No.	%
Project goals (what the project is intended to do)	61	98	1	2	-	-	-	-
Project philosophy (why the project does what it does)	62	100	-	-	-	-	-	-
Project administration (keeping records, budget, etc.)	35	56	11	18	13	21	3	5
Operating procedures (what teachers, pupil service personnel, etc., actually do in the project)	58	94	4	6	-	-	-	-
Project materials and their use	57	92	3	5	2	3	-	-
Project evaluation techniques	40	64	21	34	1	2	-	-
Difficulties or problems that might arise	55	89	7	11	-	-	-	-
Other	12	19	-	-	-	-	-	-

Question 25. What is the average length (in hours) of your group's training sessions? (PLEASE GIVE YOUR BEST ESTIMATE)

Number responding: 62

Mean number of hours: 21.0

Standard deviation: 17.75

Question 26. To what extent do the following aspects of your training vary from one session to another? (PLEASE CHECK ONE BOX FOR EACH SCALE)

Number responding: 62

	A great deal of variation								Almost no variation	
	(1)		(2)		(3)		(4)		(5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Length of your group's training sessions	3	5	8	13	19	31	16	26	16	26
Topics included in your group's training sessions	3	5	12	20	7	12	18	30	21	34
Methods included in your group's training sessions	1	2	12	20	13	22	21	35	13	22

Question 27. About what proportion of your group's training sessions have been conducted in cooperation with State Facilitators and what proportion have been conducted on your own? (PLEASE GIVE YOUR BEST ESTIMATES)

Number responding: 62

	Mean Percent	Standard Deviation
Are done in cooperation with State Facilitators (i.e., they assist in the training or scheduling)	49.5	34.99
Are done on our own	50.1	34.92

Question 28. Approximately how many of each of the following have received any training from your staff? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 58

	Mean No. Trained	Standard Deviation
Superintendents	11.5	49.77
Principals	34.1	68.24
Other administrators (e.g., assistant superintendents, vice-principals, supervisors, etc.)	27.4	37.05
Pupil service personnel (e.g., counselors, psychologists, social workers, nurses, etc.)	45.1	104.79
Teachers	485.3	882.54
Paraprofessionals	30.3	77.44
Parents or community representatives	22.3	45.46
Others	8.5	28.41

Question 29. What is the total number of non-public schools and of public school districts for which your group has provided training to persons at either the school building level or the central office level? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 59

	Mean No. Trained	Standard Deviation
Public school districts whose representatives have received training from us	83.2	105.36
Non-public schools whose representatives have received training from us	7.4	11.38

Question 30. How many persons has your group trained to become trainers ("turnkey" positions)? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 62

Number reporting no persons trained as turnkeys: 19

	Mean No. Traine *	Standard Deviation
State Facilitator staff members	2.5	3.38
State Education Agency staff members	2.1	5.37
LEA administrators (e.g., superintendents, principals, etc.)	9.6	22.94
Teachers and pupil service personnel (i.e., counselors, psychologists, therapists, social workers, nurses, etc.)	27.0	69.53

Question 31. How much difficulty has your group had with each of the following aspects of training? (PLEASE CHECK ONE BOX FOR EACH ISSUE)

Number responding: 61

	Major Difficulty		Moderate Dificulty		Minor Difficulty		No difficulty At All	
	No.	%	No.	%	No.	%	No.	%
Getting together with the adopters (i.e., scheduling)	1	2	9	15	25	41	26	43
Trainees not satisfied with the training they receive	1	2	2	3	10	17	47	78
Inappropriate persons came to the training sessions	3	5	7	12	30	49	21	34
Other	5	8	8	13	2	3	1	2

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*Mean based only on respondents who reported one or more persons trained as turnkeys.

Question 32. Where within your demonstration site is your project installed? (PLEASE CHECK ONE)

Number responding: 53

Response Option	Number of Responses	Percent of Total Responses
01. Single classroom within a single school	4	8
02. Single classroom within several schools	9	17
03. Single classroom within all schools in the district	2	4
04. Two or more classrooms within a single school	8	15
05. Two or more classrooms within several schools	10	19
06. Two or more classrooms within all schools in the district	1	2
07. All classrooms within a single school	3	6
08. All classrooms within several schools	2	4
09. All classrooms within all schools in the district	3	6
10. School-wide (not classroom-based)	2	4
11. District-wide (not classroom-based)	9	17

Question 33. How many written "adoption agreements" have been negotiated for your D/D project? (PLEASE GIVE YOUR BEST ESTIMATE; IF NONE, ENTER "0")

Number responding: 60

Mean number of agreements: 38.8

Standard deviation: 86.02

Question 34. In what situation do you usually negotiate a written "adoption agreement" with an LEA? (PLEASE CHECK ALL THAT APPLY)

Number responding: 50*

	Number of Responses	Percent of Respondents
a. We routinely request a written "adoption agreement" when an LEA decides to try our project (whether or not the State Facilitator requests an agreement)	35	70
b. When the State Facilitator requests a written adoption agreement	19	38
c. When the LEA requests a written adoption agreement	11	22
d. Other conditions	7	14

Question 35. If you do negotiate "adoption agreements," who usually establishes the conditions of the agreement? (PLEASE CHECK ALL THAT APPLY)

Number responding: 49*

	Number of Responses	Percent of Respondents
a. State Facilitator	18	37
b. Adopter (LEA)	20	41
c. Developer/Demonstrator	46	94

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*Respondents entering 0 on Question 33 were instructed to skip this question.

Question 36. How many public and non-public schools or central offices are currently implementing your project? (PLEASE GIVE YOUR BEST ESTIMATE; IF NONE, ENTER "O" AS APPROPRIATE)

Number responding: 58 (4 checked "Have no idea")

	Mean Number	Standard Deviation
Individual public schools (if your project works within or through individual schools; e.g., a classroom-based project)	96.3	132.98
District central offices (if your project works at the district level or within central offices; e.g., a project dealing with district administration)	2.1	6.38
Individual non-public schools	14.9	65.76
Total number of school districts in which the project implementation is at either the school building or central office level	60.9	97.78

Question 37. How many LEAs who wanted to try out your project have you been unable to serve? (PLEASE GIVE YOUR BEST ESTIMATE; IF NONE, ENTER "O")

Number responding: 59

Mean number of LEAs that could not be served: 11.8

Standard deviation: 28.06

Why have you been unable to serve these LEAs? (PLEASE CHECK ALL THAT APPLY)

Number responding: 59

	Number of Responses	Percent of Respondents
a. Doesn't apply: Have been able to serve all LEAs who wanted to try out our project	26	44
b. Our staff was too busy	20	34
c. Scheduling difficulties	13	22
d. Insfficient funding	25	42
e. Refusal or inability of LEA to agree to our adoption conditions	3	5

Question 37. (continued)

		Number of Responses	Percent of Respondents
f.	Quota within our state was full	4	7
g.	Lack of support from the State Facilitator	10	17
h.	Philosophical/personality differences which we felt would jeopardize the project's ability to succeed	3	5
i.	District or school characteristics which we felt would jeopardize the project's ability to succeed	4	7
j.	Other	7	12

Question 38. On the average, how often does your group contact most LEA sites (by mail, phone, and visit) during the first six months after implementation of your project has begun? (PLEASE CHECK ONE BOX FOR EACH TYPE OF CONTACT)

Number responding: 54

	Mail		Phone		Visit	
Response Option	No.	%	No.	%	No.	%
Once a week or more	1	2	1	2	1	2
About twice a month	3	6	5	9	1	2
About once a month	17	32	10	19	1	2
About once every two months	14	26	10	19	3	6
Less than once every two months	16	30	22	42	40	77
Never	3	6	5	9	6	12

Question 39. About what proportion of the LEAs who are implementing your project has your group visited since implementation was begun?

Number responding: 58

Response Option	Number of Responses	Percent of Total Responses
More than 75%	15	26
51 - 75%	7	12
25 - 50%	7	12
Less than 25%	24	41
None	5	9

Question 40. What is usually the purpose for a visit to an LEA?

Number responding: 57 (open-ended question)

Response Category	Number of Respondents	Percent of Respondents
Encouragement, moral support	6	11
Training (including follow-up workshops, clinics and inservice)	18	32
Technical assistance	8	14
Observation of implementation in classroom	8	14
Monitor, progress check, evaluation	17	30
Consulting: problem solving, trouble-shooting, uestions and answers, suggestions for general improvement	38	67
Awareness, public relations with administrators, community, etc.	3	5
Miscellaneous	11	19
Does not apply (e.g., adoptions have only recently begun)	3	5

Question 41. To what proportion of the LEAs who are implementing your project have you provided the following kinds of assistance during the first six months after implementation of your project has begun? (PLEASE CHECK ONE BOX FOR EACH KIND OF ASSISTANCE)

Number responding: 56

	Materials		Conflict Resolution		Moral Support		Evaluation Assistance	
Response Option	No.	%	No.	%	No.	%	No.	%
More than 75%	34	61	18	35	27	48	17	32
51 - 75%	5	9	6	12	14	25	8	15
35 - 50%	5	9	8	15	6	11	8	15
Less than 25%	7	12	15	29	9	16	18	33
None	5	9	5	10	-	-	3	6

Question 41. (continued)

	Resource Allocation		Inservice Training		Outside Consultants	
	No.	%	No.	%	No.	%
More than 75%	8	16	19	35	2	4
51 - 75%	12	24	10	18	1	2
25 - 50%	10	20	11	20	8	16
Less than 25%	10	20	11	20	13	26
None	11	22	3	6	26	52

Question 42. Please briefly describe any major problems you have encountered in providing implementation and follow-up assistance to LEAs.

Number responding: 50 (open-ended question)

Response Category	Number of Respondents	Percent of Respondents
Insufficient DD staff time	18	36
Limited resources, budget	18	36
Problems with LEAs (e.g., resistance to follow-up from LEAs; insufficient skills, interest, preparation)	10	20
Geographic limitations	6	12
None, does not apply, implementation and follow-up assistance impractical	9	18
Miscellaneous	11	22

Question 43. In general, at what stage in the adoption process do most communications with LEA representatives typically occur? (PLEASE CHECK ONE)

Number responding: 59

Response Option	Number of Responses	Percent of Total Responses
1. Awareness	15	25
2. Training	39	66
3. The first six months of implementation	5	8
4. Follow-up after the first six months of implementation	-	-

Question 44. About what proportion of the schools that have adopted your project have made a great deal of modifications to your project? (PLEASE CHECK ONE)

Number responding: 55 (5 checked "have no idea")

Response Option	Number of Responses	Percent of Total Responses
1. None	9	16
2. Less than 25%	30	54
3. 25 - 50%	7	13
4. 51 - 75%	3	6
5. More than 75%	6	11

Question 45. About what proportion of the schools that have adopted your project have made almost no modifications (or none at all) to your project? (PLEASE CHECK ONE)

Number responding: 56 (4 checked "have no idea")

Response Option	Number of Responses	Percent of Total Responses
1. None	7	12
2. Less than 25%	10	18
3. 25 - 50%	9	16
4. 51 - 75%	10	18
5. More than 75%	20	36

Question 46. What proportion of the non-salary budget spent from July 1, 1975 to June 30, 1976 was devoted to each of the following activities? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 62

	Mean Percent of Budget	Standard Deviation
Awareness activities	36.0	24.68
Training activities	37.1	22.44
Implementation assistance (i.e., activities to assist LEAs in implementing our project)	16.2	17.95
Other	10.6	20.69

Question 47. How likely is it that you will continue dissemination activities next year?

Number responding: 58 (4 checked "have no idea")

Response Option	Number of Responses	Percent of Total Responses
Very likely (1)	29	50
(2)	9	16
(3)	5	9
(4)	5	9
Very unlikely (5)	10	17

Question 48. After you received your D/D grant, about how long was it before you had materials describing your project (i.e., awareness-type materials) available for State Facilitators? (PLEASE CHECK ONE)

Number responding: 59

Response Option	Number of Responses	Percent of Total Responses
1. Less than a month	22	37
2. One to two months	21	36
3. Three to six months	14	24
4. More than six months	2	3

Question 49. When your awareness-type materials were available, did you send them "automatically" to all State Facilitators, or did you send them only to State Facilitators who requested them? (PLEASE CHECK ONE)

Number responding: 58

Response Option	Number of Responses	Percent of Total Responses
1. We sent them "automatically" to all State Facilitators	46	79
2. We sent them only to State Facilitators who requested them	12	21
3. Other	-	-

Question 50. To how many State Facilitators and SEA Title III Coordinators has your group provided awareness-level materials about your D/D project?

Number responding: 59

	Mean No. of Recipients	Standard Deviation
State Facilitators have received awareness-level materials about your project	58.9	21.71
SEA Title III coordinators have received awareness-level materials about your project	18.2	19.46

Question 51. With which four State Facilitator projects does your group communicate most frequently?

Number responding: 59 (open-ended question)

Most Frequently Cited Facilitator Projects	Number of Times Cited
Nebraska-Iowa Facilitator Project	15
Massachusetts Diffusion Adoption Project	10
New Mexico Education Services Consortium	10
Oregon Facilitator Project	10
MEDIA (Illinois)	9
FACE (Missouri)	9
Minnesota Statewide Facilitator Project (Marshall)	8
New Jersey Facilitator Project	8
Ohio Facilitation Center	8
New Hampshire Educational Facilitator Center	7

Question 52. For what reasons does your group usually communicate with the State Facilitators you listed above?

Number responding: 60 (open-ended question)

Response Category	Number of Respondents	Percent of Respondents
Awareness (schedule conferences & visits, identify potential adopters, etc.)	23	38
Training (schedule, make arrangements)	23	38
Follow-up on adopters, adoption assistance (share information, progress reports, visits, etc.)	21	35
Request and exchange materials	6	10
Consult re strategies, information, problems, etc.	16	27
Information about NDN, Steering Committee, USOE	4	7
Unspecified assistance (schedule unspecified events, cooperative planning, negotiations, etc.)	16	27
Similarity of projects or strategies, mutual interests	3	5
Located in same state or region, geographic proximity	-	-
Miscellaneous	8	13

Question 53. Please indicate the extent to which you agree or disagree with each of the following statements about your group's relationship with State Facilitators. (PLEASE CHECK ONE BOX FOR EACH STATEMENT)

Number responding: 62

	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
State Facilitators are available when we need them.	15	25	40	65	3	5	3	5
I feel I can do my job best when I work directly with LEA representatives rather than through a State Facilitator.	11	18	12	20	27	44	11	18

Question 53. (continued)

	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
Sometimes it's very difficult to keep track of what each State Facilitator expects me to do.	9	15	15	25	23	38	14	23
State Facilitators don't keep us informed of what they are doing regarding our project.	17	27	19	31	18	29	8	13
State Facilitators have been essential to the successful dissemination of our project.	20	32	21	34	12	19	9	14
We keep State Facilitators informed of our activities and contacts with LEAs in their state or region.	25	40	27	44	9	14	1	2

Question 54. With which four other D/D projects does your group communicate most frequently?

Number responding: 41

Most Frequently Cited Developer Projects	Number of Times Cited
FOCUS	7
Parent Readiness Education Project	7
Early Childhood Preventive Curriculum	5
Early Prevention of School Failure	5
ECOS Training Institute	5
St. Paul Open School	5
ICE	5
Saturday School	4
Curriculum for Meeting Modern Problems	4
KARE	4

Question 55. For what reasons does your group usually communicate with the D/D projects you listed above?

Number responding: 49 (open-ended question)

Response Category	Number of Respondents	Percent of Respondents
Awareness (schedule conferences & visits, identify potential adopters, etc.)	5	10
Training (schedule, make arrangements)	4	8
Follow-up on adopters, adoption assistance (share information, progress reports, visits, etc.)	4	8
Request and exchange materials	4	8
Consult re strategies, information, problems, etc.	22	45
Information about NDN, Steering Committee, USOE	12	24
Unspecified assistance (schedule unspecified events, cooperative planning, negotiations, etc.)	6	12
Similarity of projects or strategies, mutual interests	18	37
Located in same state or region, geographic proximity	5	10
Miscellaneous	6	12

Question 56. In which of the following areas has your group requested and/or received advice from Far West Lab's Educational Diffusion (ED) Project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 62 (19 checked "no assistance requested or received")

	Advice Requested		Advice Received	
	No.	%	No.	%
Review of D/D project materials	26	42	26	42
Publicity	17	27	20	32
Printing, Publishing or Distribution	16	26	19	31
Evaluation of LEA (adopter) projects	3	5	5	8
Methods or components of training	9	14	10	16
Other	8	13	7	11

Question 57. To what extent do you think Far West's ED project has: (PLEASE CHECK ONE BOX FOR EACH SCALE)

Number responding: 60

	To a Great Extent								Not at all	
	No.	%	No.	%	No.	%	No.	%	No.	%
Helped to improve your group's communication with other NDN participants?	18	30	10	17	15	25	7	12	9	15
Helped to clarify roles of NDN participants?	13	22	16	27	12	20	5	8	4	23
Provided your group with information that enables you to do your job as a D/D better?	14	23	17	28	11	18	9	15	9	15
Given you a more precise understanding of the overall NDN rationale and operation?	18	30	11	18	17	28	3	5	11	18

Question 58. From whom (other than Far West Lab) has your group requested assistance regarding each of the following? (PLEASE CHECK ALL THAT APPLY)

Number responding: 61

	USOE		"Home" LEA		A Facilitator	
	No.	%	No.	%	No.	%
Review of D/D project materials	18	29	26	43	23	38
Publicity	11	18	24	39	26	43
Printing, Publishing, Distribution	8	13	28	46	14	23
Evaluation of LEA (adopter) projects	6	10	12	20	24	39
Training components or methods	9	15	18	29	22	36
Other	1	2				

Question 58. (continued)

	Other DDs		Other		No one	
	No.	%	No.	%	No.	%
Review of D/D project materials	17	28	19	31	13	21
Publicity	12	20	15	25	11	18
Printing, Publishing, Distribution	11	18	19	31	8	13
Evaluation of LEA (adopter) projects	6	10	15	25	23	38
Training components or methods	10	16	13	21	21	34
Other	-	-	-	-	-	-

Question 59. Please indicate the degree to which you agree or disagree with each of the following statements. (PLEASE CHECK ONE BOX FOR EACH STATEMENT)

Number responding: 62

	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
There is a considerable amount of sharing of ideas among D/Ds in the Network.	8	13	18	29	28	45	8	13
I could perform my job more effectively if D/D roles and functions were more clearly defined.	6	10	10	17	25	43	17	29
I could perform my job more effectively if State Facilitator roles and functions were more clearly defined.	9	15	23	38	22	37	6	10
Most of the decisions involving the entire NDN are made by a few influential persons.	11	18	25	41	19	31	6	10
Being a part of the National Diffusion Network is a rewarding experience.	39	65	18	30	3	5	-	-

Question 60. To what extent does your group usually participate in decisions involving the entire NDN?

Number responding: 62

Response Option		Number of Responses	Percent of of Total Responses
Not at all	(1)	21	34
	(2)	14	23
	(3)	15	24
	(4)	6	10
To a great extent	(5)	6	10

Question 61. If you were providing advice to a new Developer/Demonstrator group about how to operate most effectively in the NDN, what would you tell them? Please include advice you would give on what to be sure to do and on what to avoid doing.

Number responding: 52 (open-ended question)

Response Category	Number of Respondents	Percent of Respondents
Develop clear understanding of roles, goals, expectations, commitments (for DD, SF, LEA, etc.)	20	38
Develop high quality (attractive, effective, comprehensive) materials in advance or immediately	19	36
Respond to all inquiries immediately	7	14
Avoid overcommitment, too many adoptions; don't overload DD staff, be selective	15	29
Be flexible, permit/encourage modification of program; meet individualized needs and interests	15	29
Get advice from other DDs, contact other DDs	11	21
Contact SF (or SEA); work through SFs, send materials to SFs	18	35
Don't rely on SFs for generating interest	11	21
Level & use of resources (staff, financial, Far West, etc.)	11	21
Interpersonal dynamics; public relations	14	27

Question 61. (continued)

Response Category	Number of Respondents	Percent of Respondents
Recommendations related to planning/strategy: awareness, training, follow-up stages	25	48
Recommendations for effective management style (e.g., maintain records, attend NDN Conferences, contact USOE)	15	29
Miscellaneous	10	19

Table 27

RESPONSE TABULATIONS FOR STATE FACILITATOR QUESTIONNAIRE

Question 1. How many professional staff members do you have in your Facilitator project? (include only those whose salaries are paid in whole or in part by your State Facilitator grant.)

Number responding: 57

	Mean Number of Staff	Standard Deviation
Different professional staff members (i.e., total number of persons)	2.1	2.42
Full-time equivalent professional staff members (a person who works half-time counts as half a person, or .5)	1.4	1.29

Question 2. Before becoming State Facilitators, how many of your professional staff members had each of the following kinds of experience? (EACH PERSON MAY BE COUNTED IN MORE THAN ONE CATEGORY; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 64

	Mean Number of Staff	Standard Deviation
Have taught at an elementary or secondary school	2.6	3.62
Have taught or done research at a college or university	1.4	3.00
Have served in some other professional capacity (.e.g., administrator, pupil service personnel) in a primary or secondary school/central office	1.7	2.63
Have used or tried out an educational innovation project (i.e., have played a role similar to that of current "Adopters" in the NDN)	1.9	3.40
Have been involved in the dissemination of educational innovation projects	2.1	3.67
Have trained other people to implement educational innovation projects	1.8	2.77
Have had other experiences that helped prepare them for their functions as State Facilitators	1.5	3.42

Question 3. What is the total number of non-public schools and school districts in your state (or in the region covered by your Facilitator project)?

Number responding: 62

	Mean Number	Standard Deviation
Public school districts in my state/region	232.2	322.92
Non-public schools in my state/region	248.1	493.42

Question 4. Which of the following procedures, if any are generally used to make assignments for members of your Facilitator project staff? (PLEASE CHECK ALL THAT APPLY)

Number responding: 63

	Number of Respondents	Percent of Total Respondents
Assignments to particular D/Ds	15	24
Assignments to particular LEAs	16	25
Assignments according to function (e.g., training, needs assessment, materials, preparation, evaluation)	28	44
Assignments made as particular needs arise	41	65
Other	16	25
No particular assignments are made	12	19

Question 5. To what extent do you feel the State Education Agency's promotion of educational innovations competes with your group's activities?

Number responding: 61

Response Option		Number of Responses	Percent of Total Responses
Not at all	(1)	45	74
	(2)	8	13
	(3)	5	8
	(4)	1	2
To a great extent	(5)	2	3

Question 6. In which of the following ways does the State Education Agency support your group's dissemination activities? (PLEASE CHECK ALL THAT APPLY)

Number responding: 64

	Number of Respondents	Percent of Total Respondents
Provides facilities or equipment	21	33
Provides technical assistance to our project	39	61
Co-sign letters	10	16
Informs LEAs of our function as State Facilitator	52	81
Refers potential adopters to us	48	75
Other	26	41
None of the above: The SEA does not support our activities in any way.	1	2

Question 7. To which of the following groups does your group typically provide awareness materials? (PLEASE CHECK ALL THAT APPLY)

Number responding: 64

	Number of Respondents	Percent of Total Respondents
Superintendents or other district-level administrators	63	98
Public school principals	57	89
Public school teachers	47	73
Pupil service personnel	33	52
Nonpublic school administrators	57	89
Nonpublic school teachers	34	53
School boards	18	28
Teachers' Assocations or unions	18	28
Parent groups (PTA, PAC, etc.)	15	24
Community groups	18	20
Other	19	30

Question 8. What is the total number of public school districts and non-public schools to which your group has provided "awareness" information? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 62

	Mean Number Reached	Standard Deviation
Public school districts reached	193.2	259.78
Non-public school districts reached	142.4	326.43

Question 9. What is the total number of public school districts and non-public schools that your group has visited as a part of your awareness activities? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 57	Mean Number Visited	Standard Deviation
Public school districts visited	47.2	99.31
Non-public schools visited	6.9	14.86

Question 10. How many of each of the following kinds of awareness conferences or demonstrations has your group sponsored or co-sponsored? (NOTE: A "DRP" is a project approved by the Joint Dissemination Review Panel, but not receiving a D/D grant from Title III)

Number responding 1974-75: 48
Number responding 1975-76: 61

	1974-75		1975-76	
	Mean	Standard Deviation	Mean	Standard Deviation
Conferences in which a single D/D or DRP project is presented	6.7	12.83	11.4	21.89
Conferences in which similar D/D or DRP projects are presented (e.g., a single program area or cluster)	1.5	3.37	3.0	5.54
Conferences in which several diverse D/D or DRP projects are presented (or several clusters of projects)	2.2	6.31	3.3	7.23

Question 11. How many of each of the following were involved in the conferences listed in the preceding question? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding 1974-75: 48
Number responding 1975-76: 60

	1974-75		1975-76	
	Mean	Standard Deviation	Mean	Standard Deviation
D/Ds involved in our awareness conferences	11.2	41.83	21.9	51.86
DRPs involved in our awareness conferences	1.0	2.23	2.9	7.25
Different public school districts with representatives attending our awareness conferences	66.5	137.49	99.5	170.27
Different non-public schools with representatives attending our awareness conferences	11.5	26.18	28.1	86.87

Question 12. Which districts, public schools, and nonpublic schools does your group usually include in your awareness activities? (PLEASE CHECK ALL THAT APPLY)

Number responding: 64

	District Central Offices		Individual Public Schools		Nonpublic Schools	
Response Option	No.	%	No.	%	No.	%
All in our state	27	42	23	36	23	36
All in our local region	41	64	38	59	32	50
Those in which we already know someone	18	28	18	28	14	22
Those referred to us by DDs or DRPs	22	34	23	36	22	34
Those referred to us by the State Education Agency	24	38	25	39	19	30
Other	6	9	7	11	9	14

Question 13. To what extent does your group make a special effort to reach LEAs that have had little experience with special programs or Federal projects?

Number responding: 63

Response Option		Number of Responses	Percent of Total Responses
To a great extent	(1)	30	48
	(2)	10	16
	(3)	18	29
	(4)	4	6
Not at all	(5)	1	2

Question 14. How many D/D and DRP projects are currently included in your group's awareness activities?

Number responding: 56

	Mean	Standard Deviation
D/Ds included in our awareness activities	43.8	25.95
DRPs included in our awareness activities	23.7	29.31

Question 15. If your group usually provides to LEAs awareness information about only some of the D/D or DRP projects, what program areas do you focus on and how do you select the projects to provide information about? (PLEASE BE SPECIFIC)

Number responding: 53 (open-ended question)

Response Category	Number of Respondents	Percent of Total Respondents
LEA needs, priorities, requests	27	51
SEA priorities	19	36
We include priority or specific subject areas	14	26
We include all for which we have materials	8	15
We include all DD programs	5	9
We include all programs	10	19

Question 15. (continued)

Response Category	Number of Respondents	Percent of Total Respondents
Based on available resources, limited funds	4	8
Miscellaneous	11	21

Question 16. What methods has your group usually used to provide "awareness" information to individuals in each of the following categories? (FOR EACH CATEGORY OF PERSONS, PLEASE CHECK ALL METHODS THAT APPLY)

Number responding: 63

	Visit		Telephone		Mail		Workshops, Conferences	
Category	No.	%	No.	%	No.	%	No.	%
Public School Superintendents	36	57	38	60	62	98	49	78
Public School Principals	34	54	37	59	57	90	54	86
Public School Pupil Service Personnel (counselors, psychologists, etc.)	24	38	27	43	52	82	50	79
Public School Teachers	18	29	16	25	47	75	54	86
Non-public School Personnel	20	32	28	44	56	89	48	76
Parent or Community Groups (e.g., PTA)	10	16	10	16	14	22	18	29

Question 17. What categories of people do you usually send the following to? (PLEASE CHECK ALL THAT APPLY)

Number responding: 64

	Public School Superintendents		Public School Principals		Public School Pupil Service Personnel	
	No.	%	No.	%	No.	%
Far West Lab's brochure/flyer about the NDN	37	58	29	45	21	33
Your own brochure/flyer about the NDN	49	77	39	61	30	47
Letter/brochure describing your Facilitator project's role	62	97	46	72	35	55

Question 17. (continued)

	Public School Superintendents		Public School Principals		Public School Pupil Service Personnel	
	No.	%	No.	%	No.	%
Far West Lab's entire catalog of D/D & DRP projects	21	33	9	14	4	6
Individual pages from Far West Lab's catalog of D/D & DRP projects	35	54	43	67	30	47
Other information about most or all D/D projects	28	44	22	34	20	31
Other information about some D/D projects	43	67	45	70	35	55
Other information about most or all DRP projects	17	27	11	17	10	16
Other information about some DRP projects	34	53	30	47	25	39
Newsletters	38	59	33	52	26	41
Other	9	14	8	12	7	11

	Public School Teachers		Nonpublic School Personnel		Parent or Community Groups	
	No.	%	No.	%	No.	%
Far West Lab's brochure/flyer about the NDN	14	22	25	39	8	12
Your own brochure/flyer about the NDN	26	41	40	62	14	22
Letter/brochure describing your Facilitator project's role	31	48	45	70	12	19
Far West Lab's entire catalog of D/D & DRP projects	6	9	11	17	3	5
Individual pages from Far West Lab's catalog of D/D & DRP projects	34	53	35	55	9	14
Other information about most or all D/D projects	21	33	24	38	7	11

Question 17. (continued)

	Public School Teachers		Nonpublic School Personnel		Parent or Community Groups	
	No.	%	No.	%	No.	%
Other information about some D/D projects	32	50	31	48	13	20
Other information about most or all DRP projects	9	14	13	20	4	6
Other information about some DRP projects	27	42	28	44	9	14
Newsletters	26	41	27	42	10	16
Other	6	9	7	11	3	5

Question 18. How does your group decide who should be sent what materials? (PLEASE BE SPECIFIC)

Number responding: 61 (open-ended question)

Response Category	Number of Respondents	Percent of Respondents
(Some) materials sent upon request, interest, identified need of requesting party	41	67
Subject matter specialists receive information in their areas	8	13
Materials targeted to decision makers	19	31
(Some) materials sent to all LEAs (e.g., initial awareness level)	16	26
SEA recommendations, state needs assessment	3	5
Miscellaneous	12	20

Question 19. When your group mails awareness information, how often do you include a postcard or other form by which recipients can request further information?

Number responding: 62

Response Option	Number of Responses	Percent of Total Responses
Always	22	36
Usually	14	23
Occasionally	18	29
Never	8	13

Question 20. How many different non-public schools and public school districts have requested additional information following initial contact from your group? (PLEASE GIVE YOUR BEST ESTIMATES)

Number responding: 61

	Mean Number Requesting	Standard Deviation
Individual non-public schools	30.4	53.79
Public school districts	153.1	387.62

Question 21. If your group has any "awareness" techniques or procedures that you feel are particularly effective, please describe them below. (PLEASE BE SPECIFIC)

Number responding: 49 (open-ended question)

Response Category	Number of Respondents	Percent of Total Respondents
Contact with specific administrator and practitioner groups	15	31
LEA visits to DD site	5	10
Visits to LEAs (by SF or DD)	11	22
Follow-up (e.g., by telephone following awareness conference), prompt response to requests	9	18
Awareness conferences, workshops, and activities for LEA personnel	18	37
Indepth information on specific subjects available (in some cases on loan) to interested parties	10	20

Question 21. (continued)

Response Category	Number of Respondents	Percent of Total Respondents
Catalog, written descriptions of DD projects	5	10
Newsletter	8	16
Involvement with SEA	5	10
Personal contact, good public relations	6	12
Miscellaneous	16	33

Question 22. What procedures has your group used most frequently to follow-up on persons who have responded in each of the following ways to your initial contact? (PLEASE BE SPECIFIC)

(a) Follow-up on persons who have indicated an interest in a specific D/D project:

Number responding: 61 (open-ended question)

Response Category	Number of Respondents	Percent of Total Respondents
Telephone	24	39
Personal letters, send materials, provide materials (usually project-specific)	39	64
Visit (to LEA by SF, to DD by LEA, to SF by LEA, etc.), personal contact, SF presentations	34	56
Arrange LEA/DD contact, liaison (for awareness sessions, workshops, etc.)	15	24
Develop cooperative arrangements with LEA (e.g., application for assistance, adoption agreement, contract, etc.)	9	15
Determine LEA's goals, assist in clarifying needs, matching LEA to DD	4	6
Arrange training	3	5
Provide technical assistance	3	5
Provide funds	4	6
Miscellaneous	5	8

Question 22. (continued)

(b) Follow-up on persons who have indicated an interest in a single program area in which there are several D/D projects (for example, early childhood, reading):

Number responding: 60 (open-ended question)

Response Category	Number of Respondents	Percent of Total Respondents
Telephone	11	18
Personal letters, send materials, provide materials (usually cluster-specific, in some cases SF role and NDN function information)	28	47
Visit (to LEA by SF, to DD by LEA, to SF by LEA, etc.), personal contact, SF presentations	23	38
Arrange LEA/DD contact, liaison (for cluster awareness sessions, etc.)	9	15
Develop cooperative arrangements with LEA (e.g., applications for assistance, adoption agreement, contract)	2	3
Determine LEA's goals, assist in clarifying needs, matching LEA to DD	9	15
Arrange training	3	5
Provide technical assistance	2	3
Provide funds	-	-
Miscellaneous	5	8
Same as response to "A"	17	28

(c) Follow-up on persons who have indicated a general interest in the NDN or in diverse D/D projects:

Number responding: 59 (open-ended question)

Response Category	Number of Respondents	Percent of Total Respondents
Telephone	12	20
Personal letters, send materials, provide materials (usually general information, catalogs, SF role and NDN function)	29	49
Visit (to LEA by SF, to DD by LEA, to SF by LEA, etc.), personal contact, SF presentations	18	30

Question 22. (c) (continued)

Response Category	Number of Respondents	Percent of Total Respondents
Arrange LEA/DD contact, liaison (usually for general awareness conferences and workshops)	5	8
Develop cooperative arrangements with LEA (e.g., application for assistance, adoption agreement, contract, etc.)	1	2
Determine LEA's goals, assist in clarifying needs, matching LEA to DD	8	14
Arrange training	-	-
Provide technical assistance	-	-
Provide funds	-	-
Miscellaneous	5	8
Same as response to "A" and/or "B"	11	19

Question 23. How does your group determine which (if any) of the non-responding LEAs to follow-up on? (PLEASE BE SPECIFIC)

Number responding: 59 (open-ended question)

Response Category	Number of Respondents	Percent of Total Respondents
Retain on mailing list for awareness level, newsletters, etc., telephone contact	13	22
Individual follow-up to some non-responding LEAs; initiate contact where DD, SF, SEA recognize need	7	12
We follow-up only on LEAs indicating interest	18	30
None; n/a; not enough time to follow-up	12	20
Miscellaneous	6	10

Question 24. Which of the following, if any, have been recurring problem areas for your group's awareness activities? (PLEASE CHECK ALL THAT APPLY)

Number responding: 62

	Number of Respondents	Percent of Total Respondents
Does not apply: No recurring problem areas in awareness activities	24	39
Explaining your group's function to LEA personnel	10	16
Getting from D/Ds the necessary D/D materials	17	27
Transforming D/D materials into a format understandable to LEA personnel	10	16
Getting accurate lists of LEA personnel	4	6
Logistics of providing awareness information to LEA personnel	20	32
Fulfilling requests for further information	10	16
Other	15	24

Question 25. Which of the following, if any, does your group require or recommend of LEAs before training may take place (in addition to any requirements made by the D/D)? (PLEASE CHECK ALL THAT APPLY)

Number responding: 62 (3 checked "no requirements or recommendations")

	Required		Recommended	
	No.	%	No.	%
Attend demonstration of project	7	11	40	64
Some direct dialogue between LEA representatives and the D/D	11	18	29	47
Identification of a local "team" that will implement the project at the adopting location (when a "team" will be appropriate)	26	42	25	40
Commitment to implement the project	26	42	21	34
Familiarity with the project philosophy	26	42	29	47
Other requirements or recommendations	12	19	4	6

Question 26. When your group trains LEA representatives or facilitates training, how often does your group send out each of the following kinds of "advance materials" to persons who will be trained? (PLEASE CHECK ONE BOX FOR EACH KIND OF MATERIALS)

Number responding: 61

	Always		Usually		Occasion-ally		Never	
	No.	%	No.	%	No.	%	No.	%
Agenda or overview of session	28	46	22	36	9	15	2	3
Advance copies of training manuals or materials	9	16	22	39	21	37	4	9

Question 27. When personnel from one or more of your LEAs are being trained in your state or region by a D/D or DRP, how often is someone from your group present at the training sessions?

Number responding: 63

Response Option	Number of Responses	Percent of Total Responses
Always	29	46
Usually	29	46
Ocassionally	5	8
Never	-	-

Question 28. How many D/D and DRP projects has your group assisted in each of the following ways? (PLEASE GIVE YOUR BEST ESTIMATE; IF NONE, ENTER "O" AS APPROPRIATE)

Number responding: 63

	DDs		DRPs	
	Mean No. Assisted	Standard Deviation	Mean No. Assisted	Standard Deviation
Have received financial assistance from us (including travel costs and per diem)	9.9	8.83	1.6	2.23
Have received assistance in scheduling or coordination from us	12.5	11.75	1.7	2.42

Question 28. (continued)

	DDs		DRPs	
	Mean No. Assisted	Standard Deviation	Mean No. Assisted	Standard Deviation
Have received training assistance from us (i.e., we have helped them train LEA personnel to use their project)	3.0	4.72	0.4	0.94
Have received assistance from us in preparing materials	2.6	3.68	0.7	1.29
Have received program development assistance from us	2.7	8.54	0.6	1.76
Other	1.2	4.51	0.3	1.40
Have received some kind of assistance from us (i.e., total number of D/Ds and DRPs assisted)	13.7	15.66	3.4	8.87

Question 29. Approximately how many of the following types of persons have received training conducted or facilitated by your group? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER"0" AS APPROPRIATE)

Number responding: 62

	Mean No. Trained	Standard Deviation
Superintendents	5.0	7.07
Principals	30.7	40.25
Other administrators (assistant superintendent, vice principal, supervisors, etc.)	23.5	32.51
Pupil service personnel (counselors, psychologists, social workers, nurses, etc.)	19.9	32.16
Teachers	294.4	304.89
Paraprofessionals	19.1	31.71
Parents or community representatives	10.5	21.85
Others	163.6	1,034.34

Question 30. For how many public school districts and non-public schools has your staff conducted or facilitated (assisted with) training sessions? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "O" AS APPROPRIATE)

Number responding: 62

	Conducted Training		Facilitated Training	
	Mean	Standard Deviation	Mean	Standard Deviation
Public school districts	5.9	11.32	52.9	91.27
Non-public schools	0.8	2.81	7.2	12.03

Question 31. Please list the D/D and DRP projects that have trained personnel from LEAs in your state/region.

Number responding: 57 (open-ended question)

Most Frequently Cited Developers	Number of Times Cited
Curriculum for Meeting Modern Problems	30
Health and Optimal Physical Education	25
Early Prevention of School Failure	24
Talents Unlimited	21
Exemplary Center for Reading Instruction	20
Strategies in Early Childhood Education	19
Conceptually Oriented Math Program	18
Project SEE	17
Early Childhood Preventive Curriculum	16
FOCUS	16
ECOS Training Institute	16

Question 32. How many persons on your Facilitator staff have been trained by D/Ds to become trainers themselves?

Number responding: 60

	Mean	Standard Deviation
Have been trained to become trainers	1.7	2.30

Question 33. For which D/Ds or DRPs have members of your group been trained to become trainers?

Number responding: 48

	Mean No. of Projects	Standard Deviation
We have been trained as trainers for these D/Ds or DRPs	2.8	2.79
We have actually done training for these D/Ds or DRPs	1.4	2.19

Please describe briefly why members of your group recieved "turnkey" training from these particular D/Ds.

Number responding: 44 (open-ended question)

Response Category	Number of Respondents	Percent of Total Respondents
High level of interest in program(s) within state	11	25
Financial reasons, location	10	23
Others (not SF staff) trained as trainers	3	7
DD trains turnkeys, demonstration sites, for multiplier effect	11	25
DD staff not available	9	20
No turnkey training, not applicable	12	27
Miscellaneous	9	20

Question 34. Which of the following, if any, have been recurring problem areas of your group in the training LEA personnel in your state or region have received? (PLEASE CHECK ALL THAT APPLY)

Number responding: 62	Number of Respondents	Percent of Total Respondents
Getting the D/D and LEA personnel together (i.e., scheduling)	13	21
Trainees not satisfied with the training they receive	1	2
D/Ds not informing us which LEA personnel should attend training	-	-
LEAs not releasing appropriate personnel for training	12	19
D/Ds not adjusting their training to fit local needs	4	6

Question 34. (continued)

	Number of Respondents	Percent of Total Respondents
Other	14	23
No recurring problem areas regarding training	37	60

Question 35. How many written "adoption agreements" has your group negotiated? (PLEASE GIVE YOUR BEST ESTIMATE; IF NONE, ENTER "0")

Number responding: 58

Mean number of agreements: 31.9

Standard deviation: 42.87

Question 36. In what situations does your group usually negotiate a written "adoption agreement" with an LEA? (PLEASE CHECK ALL THAT APPLY)

Number responding: 51*

	Number of Respondents	Percent of Total Respondents
We routinely request a written "adoption agreement" when an LEA decides to implement an NDN project (whether or not the D/D requests it)	26	51
When the D/D requests a written "adoption agreement"	27	53
When the LEA requests a written "adoption agreement"	10	20
When we are providing financial assistance to the LEA	17	33
Other situation	6	12

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*Respondents entering "0" on Question 35 were instructed to skip this question.

Question 37. Who usually establishes the conditions of your "adoption agreements?" (PLEASE CHECK ALL THAT APPLY)

Number responding: 54[*]

	Number of Respondents	Percent of Total Respondents
State Facilitator	36	67
Adopter (LEA)	26	48
Developer/Demonstrator	46	85

Question 38. What general conditions or requirements are usually specified in your group's written "adoption agreements?"

Number responding: 47[*] (open-ended question)

Response Category	Number of Respondents	Percent of of Total Respondents
Budget, funding, financing	19	40
Schedule, dates, timetable	7	15
LEA training commitment	8	17
Evaluation, follow-up monitoring, progress reports	8	17
Level of adoption (number of classrooms, names of staff, materials to be used, etc.)	11	23
Approval, signature of district official	6	13
LEA commitment, criteria for adoption/adaptation, what expected of LEA	27	57
What expected of DD	21	45
What expected of SF	14	30
Miscellaneous	7	15

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[*] Respondents entering "0" on Question 35 were instructed to skip this question.

Question 39. How many schools or central offices that your group has contacted are currently implementing a D/D or DRP project? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 50 (5 checked "have no idea")

	Mean No. Implementing	Standard Deviation
Individual public schools (if the project works within or through individual schools, e.g., a classroom-based project	64.9	88.95
District central offices (if the project works at the district level or within central offices, e.g., a project dealing with district administration)	2.1	4.33
Individual non-public schools	5.3	7.79
Total number of public school districts in which the project implementation is at either the school building or central level	37.9	47.37

Question 40. On the average, how often does your group contact (by mail, phone, and visit) most LEA sites during the first six months after implementation of an NDN project has begun? (PLEASE CHECK ONE BOX FOR EACH TYPE OF CONTACT)

Number responding: 48

	Mail		Phone		Visit	
Response Option	No.	%	No.	%	No.	%
Once a week or more	2	5	4	8	2	4
About twice a month	8	19	16	33	7	15
About once a month	11	26	12	25	12	25
About once every two months	12	28	8	17	7	15
Less than once every two months	7	16	8	17	20	42
Never	3	7	-	-	-	-

Question 41. To what proportion of the LEAs who are implementing NDN projects do you provide the following kinds of follow-up (post-implementation) assistance? (CHECK ONE BOX FOR EACH TYPE OF ASSISTANCE)

Number responding: 55

	Financial Assistance		Materials		Conflict Resolution		Moral Support	
Response Option	No.	%	No.	%	No.	%	No.	%
More than 75%	19	36	18	33	17	33	38	69
51 - 75%	4	8	3	6	5	10	8	14
25 - 50%	2	4	9	16	12	23	7	13
Less than 25%	15	28	17	31	15	29	2	4
None	13	24	8	14	3	6	-	-

	Evaluation Assistance		Resource Allocation		Inservice Training		Outside Consultants	
Response Option	No.	%	No.	%	No.	%	No.	%
More than 75%	19	35	13	25	26	48	17	32
51 - 75%	4	7	6	12	4	7	2	4
25 - 50%	13	24	8	15	11	20	10	19
Less than 25%	14	26	12	23	11	20	19	36
None	4	7	13	25	2	4	5	9

Question 42. Please briefly describe any major problems you have encountered in providing implementation and follow-up assistance to LEAs.

Number responding: 49 (open-ended question)

Response Category	Number of Respondents	Percent of Total Respondents
Insufficient SF staff time	20	41
Limited resources, budget	11	22
Problems within LEAs (e.g., staff turnover, modifying project, etc.), resistance to follow-up (insufficient skills, interest, preparation)	11	22
Geographic limitation	2	4
None, n/a; implementation/follow-up assistance impractical	12	24
Miscellaneous	2	4
Lack of commitment or followthrough from DDs (DD ended training opportunities, materials)	4	8

Question 43. By the end of June, 1976, how much of your Title III grant(s) (non-salary budgets) do you estimate will have been spent on each of the following areas? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding 1974-75: 38

Number responding 1975-76: 50

	1974-75	1975-76	
	Mean Dollars	Mean Dollars	Standard Deviation
Financial assistance to LEAs (travel, per diem, release time, etc.)	26,826.3	15,322.0	19,086.48
Financial assistance to D/Ds and DRPs (travel, per diem, etc.)	5,276.3	5,050.0	8,042.32

Question 44. What proportion of the non-salary budget spent between July 1, 1975 and June 30, 1976 was devoted to eachof the following activities? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 56

	Mean Percent of Budget	Standard Deviation
Awareness activities	25.5	15.90
Training activities	37.1	16.92
Implementation assistance (i.e., activities to assist LEAs in implementing NDN projects)	25.4	16.63
Other	11.0	17.44

Question 45. To how many different D/Ds or DRPs has your group provided financial assistance (for travel, producing materials, etc.)? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding 1974-75: 48

Number responding 1975-76: 58

	1974-75		1975-76	
	Mean No. Assisted	Standard Deviation	Mean No. Assisted	Standard Deviation
D/Ds given financial assistance	4.7	5.34	8.7	7.74
DRPs given financial assistance	0.8	1.28	1.4	2.69

Question 46. If the National Diffusion Network terminates at the end of this year, what do you think is likely to happen to your Facilitator project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 59

	Number of Respondents	Percent of Total Respondents
All functions will cease and will not be picked up by any other group	7	12
Our functions will be absorbed by the SEA or other state group	19	32
Will become a private consulting organization	1	2
Will continue essentially as is	15	25
Will continue on a limited basis	13	22
Will continue as before Title III funding	3	5
Other	14	24
Have no idea	1	2

Question 47. With which four D/D or DRP projects does your group communicate most frequently?

Number responding: 50 (open-ended question)

Most Frequently Cited Developers	Number of Times Cited
Curriculum for Meeting Modern Problems	20
Early Prevention of School Failure	14
Health and Optimum Physical Edcuation	10
Exemplary Center for Reading Instruction	9
Conceptually Oriented Math Program	8
Strategies in Early Childhood Education	8
Early Childhood Preventive Curriculum	7
Project Adventure	7
ECOS Training Institute	7
Talents Unlimited	6
Positive Attitudes Toward Learning	6
Institute for Political and Legal Education	6

Question 48. For what reasons does your group usually communicate with the D/D and DRP projects you listed above?

Number responding: 53 (open-ended question)

Response Category	Number of Respondents	Percent of Total Respondents
Awareness (schedule conferences & visits, identify potential adopters, etc.)	10	19
Training (schedule, make arrangements)	29	55
Follow-up on adopters, adoption assistance (share information, progress reports, visits, etc.)	24	45
Request and exchange materials	14	26
Consult re strategies, information, problems, etc.	22	42
Information about NDN, Steering Committee, USOE	4	8
Unspecified assistance (schedule unspecified events, cooperative planning, negotiations, etc.)	17	32

Question 48. (continued)

Response Category	Number of Respondents	Percent of Total Respondents
Similarity of projects or strategies, mutual interests	8	15
Located in same state or region, geographic proximity	2	4
Miscellaneous	4	8

Question 49. Please indicate the extent to which you agree or disagree with each of the following statements about your group's relationship with D/Ds. (PLEASE CHECK ONE BOX FOR EACH STATEMENT)

Number responding: 59

	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
D/Ds are available when we need them.	14	24	44	76	-	-	-	-
More information from D/Ds about their activities within our state or region would help our group do our jobs as Facilitators more effectively.	14	25	17	30	19	34	6	11
D/Ds have gotten their materials to us when we needed them.	19	32	35	59	5	8	-	-
Many D/Ds seem to be reluctant to share their materials with us.	1	2	4	7	30	51	24	41
We keep D/Ds informed of our activities with LEAs who are involved with their projects.	16	28	37	64	4	7	1	2
We usually have a good idea of which D/Ds are currently available to LEAs and which are not.	13	23	35	62	8	14	-	-

Question 50. With which four other State Facilitator projects does your group communicate most frequently?

Number responding: 49 (open-ended question)

Most Frequently Cited Facilitators	Number of Times Cited
Massachusetts Diffusion Adoption Project	21
Nebraska-Iowa State Facilitator Project	12
MEDIA (Illinois)	9
Kentucky Statewide Facilitator	8
New Hampshire Educational Facilitator Center	8
LINK (Kansas)	7
Indiana Facilitator Center	6
South Carolina State Facilitator	6
Colorado State Facilitator	5
The Exchange (Minneapolis, Minnesota)	5
Region 10 Education Service Center (Richardson, Texas)	5

Question 51. For what reasons does your group usually communicate with the State Facilitators you listed above?

Number responding: 54 (open-ended question)

Response Category	Number of Respondents	Percent of Total Respondents
Awareness (schedule conferences & visits, identify potential adopters, etc.)	9	17
Training (schedule, make arrangements)	14	26
Follow-up on adopters, adoption assistance (share information, progress reports, visits, etc.)	2	4
Request and exchange materials	1	2
Consult re strategies, information, problems, etc.	24	44
Information about NDN, Steering Committee, USOE	10	18
Unspecified assistance (schedule unspecified events, cooperative planning, negotiations, etc.)	17	31
Similarity of projects or strategies, mutual interests	1	2

Question 51. (continued)

Response Category	Number of Respondents	Percent of Total Respondents
Located in same state or region, geographic proximity	7	13
Miscellaneous	7	13

Question 52. In which of the following areas has your group requested and/or received advice from Far West Lab's Educational Diffusion Project (ED)? (PLEASE CHECK ALL THAT APPLY)

Number responding: 61 (23 checked "no assistance requested or received)

	Advice Requested		Advice Received	
	No.	%	No.	%
Review of Facilitator project materials	14	23	15	25
Publicity	9	15	14	23
Printing, Publishing or Distribution	17	28	19	31
Evaluation of LEA (adopter) projects	3	5	2	8
Methods or components of training	2	3	3	5
Other	13	21	14	23

Question 53. To what extent do you think Far West's ED Project has: (PLEASE CHECK ONE BOX FOR EACH SCALE)

Number responding: 63	To a great extent (1)		(2)		(3)		(4)		Not at all (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Helped to improve your group's communication with other NDN participants?	13	21	16	25	12	19	10	16	12	19
Helped to clarify roles of NDN participants?	10	16	13	21	15	24	12	19	13	21
Provided your group with information that enables you to do your job as a State Facilitator better?	23	36	16	25	11	18	8	13	5	8

Question 53. (continued)

	To a great extent (1)		(2)		(3)		(4)		Not at all (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Gave you a more precise understanding of the overall NDN rationale and operation?	12	19	12	19	13	21	13	21	13	21

Question 54. From whom (other than Far West Lab) has your group requested assistance regarding each of the following? (PLEASE CHECK ALL THAT APPLY)

Number responding: 58

	USOE		"Home" LEA		SEA		Other SFs	
	No.	%	No.	%	No.	%	No.	%
Review of Facilitator materials	8	14	16	28	24	41	23	40
Publicity	6	10	17	29	26	45	16	28
Printing, publishing, distribution	3	5	21	36	19	33	19	33
Evaluation of LEA (adopter) projects	2	3	8	14	20	34	12	21
Other	3	5	6	9	1	2	1	2

	DDs		Other		No one	
	No.	%	No.	%	No.	%
Review of Facilitator materials	13	22	6	10	15	26
Publicity	11	19	5	9	20	34
Printing, publishing, distribution	15	26	10	17	17	29
Evaluation of LEA (adopter) projects	20	34	10	17	16	28
Other	2	3	2	3	2	3

Question 55. Please indicate the extent to which you agree or disagree with each of the following statements. (PLEASE CHECK ONE BOX FOR EACH STATEMENT)

Number responding: 63

	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
There is a feeling of cameraderie and "working together" among State Facilitators in the NDN.	32	52	24	39	5	8	-	-
There is a considerable amount of sharing of ideas among State Facilitators in the NDN.	26	41	33	52	4	6	-	-
I could perform my job more effectively if State Facilitator roles and functions were more clearly defined.	2	3	7	12	38	62	14	23
I could perform my job more effectively if D/D roles and functions were more clearly defined.	5	8	14	23	34	55	9	14
Most of the decisions involving the entire NDN are made vy a few influential persons.	11	19	28	49	14	25	4	7
Being part of the National Diffusion Network is a rewarding experience.	41	67	19	31	1	2	-	-

Question 56. To what extent does your group usually participate in decisions involving the entire NDN?

Number responding: 62

Response Option		Number of Responses	Percent of Total Responses
Not at all	(1)	12	19
	(2)	12	19
	(3)	22	36
	(4)	9	14
To a great extent	(5)	9	11

Question 57. If you were providing advice to a new State Facilitator group about how to operate most effectively in the NDN, what would you tell them? Please include advice you would give on what to be sure to do and on what to avoid doing.

Number responding: 53 (open-ended question)

Response Category	Number of Respondents	Percent of Total Respondents
Develop clear understanding of roles, goals, expectations, commitments (for SF, DD, LEA, etc.)	18	34
Establish a bank of DD materials and status information	7	13
Respond to inquiries (by telephone, mail)	5	9
Avoid overcommitment; fulfill promises; be selective with DDs	9	17
SF assistance in needs assessment (match needs, provide project information, etc.)	9	17
Get advice from other SFs, contact other SFs, share SFs ideas and materials	11	21
Contact DDs; know the DD programs (e.g., training)	12	23
Contact and work through SEA, regional subgroups, etc.	16	30
Level and use of resources (staff, financial, ED, etc.)	20	38

Question 57. (continued)

Response Category	Number of Respondents	Percent of Total Respondents
Interpersonal dynamics; public relations; personalized approach	20	38
Recommendations related to planning strategy	20	38
Recommendations for effective management style (e.g., maintain records, attend NDN activities, background in theory, contact USOE)	18	34
Miscellaneous	16	30
Miscellaneous SF assistance to LEA (e.g., contact with decision makers, monitoring adoption, support, etc.)	13	24

Table 28

RESPONSE TABULATIONS FOR PRIMARY CONTACT QUESTIONNAIRE

Question 1. What is your position or title in your school or central office?

Number responding: 1,039

Response Option	Number of Responses	Percent of Total Responses
Superintendent	22	2
Principal	270	26
Other administrator (assistant superintendent, vice principal, Federal program coordinator, supervisor, department head, etc.)	335	32
Pupil service personnel (psychologist, counselor, therapist, social worker, nurse, etc.)	57	6
Teacher	311	30
Other	44	4

Question 2. As of June, 1976, how many years will you have been in each of the following?

Number responding: 1,026

	Mean Number of Years	Standard Deviation
Years in this school	6.1	5.50
Years in this district	8.8	7.18
Years total in the education profession	14.7	8.76

Question 3. What is the current status of this project in your school(s)? (PLEASE CHECK THE ONE STATEMENT THAT BEST DESCRIBES THE CURRENT STATUS)

Number responding: 1,029

	Number of Respondents	Percent of Total Respondents
We are scheduled to begin training	17	2
We are in the process of receiving training	16	2
We have completed the training necessary for us to start implementing the project	63	6
We are implementing the project in our school or district	734	71
We discontinued our involvement with the project after implementing the project	58	6
Other	141	14

Question 4. As things now stand, what would you say is the likelihood that your school(s) or district will be working with the project (receiving training or implementing the project) in the next school year?

Number responding: 1,034

Response Option	Number of Responses	Percent of Total Responses
Virtually certain	491	48
Very likely	266	26
About 50-50	128	12
Unlikely	98	10
Virtually zero	51	5

Question 5. If you are not currently implementing this project, why not? (PLEASE CHECK ALL THAT APPLY)

Number responding: 932

	Number of Respondents	Percent of Total Respondents
Doesn't apply: We are currently implementing this project	673	72
The project has not yet started in our school (but will start in the future)	95	10
Not enough money	53	6
Staff turnover	29	3
Lack of administrative support	30	3
Lack of staff support	44	5
Project did not meet expectations or needs	39	4
Insufficient training	21	2
Other	63	7

Question 6. If involvement with this project has been discontinued, are you or others still using any of the ideas, methods or materials of the project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 918

	Number of Respondents	Percent of Total Respondents
Doesn't apply: We are implementing or plan to implement the project	760	83
Still using some of the project's ideas	118	13
Still using some of the project's methods	92	10
Still using some of the project's materials	84	9
Using none of these	25	3

Question 7. Prior to considering implementation of this project, which of the following were done to assess the school or district needs? (PLEASE CHECK ALL THAT APPLY)

Number responding: 1,025

	Number of Respondents	Percent of Total Respondents
Checked student test scores	414	40
Surveyed parents and/or community	245	24
Contacted other schools	339	33
Reviewed problems facing district	539	53
Surveyed teachers	487	48
Other	159	16
None of the above: Did not assess school or district needs	105	10
Have no idea	61	6

Question 8. Have you received "pre-start-up" training for this project?

Number responding: 1,032

Response Option	Number of Responses	Percent of Total Responses
Yes	938	91
No	94	9

Question 9. Has your district's superintendent received "pre-start-up" training for this project?

Number responding: 947 (59 checked "Doesn't apply: not part of a district"
9 checked "Don't know")

Response Option	Number of Responses	Percent of Total Responses
Yes	203	21
No	744	79

Question 10. How many other persons from your school(s) or central office have received "pre-start-up" training for this project? (PLEASE GIVE YOUR BEST ESTIMATES. IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 910 (85 checked "no training")

	Mean Number Trained	Standard Deviation
Principals	1.5	4.25
Other administrators (assistant superintendents, vice principals, supervisors, etc.)	0.8	1.62
Pupil service personnel (psychologists, counselors, therapists, nurses, etc.)	0.8	3.19
Teachers	9.4	19.47
Paraprofessionals	1.1	3.56
Parents or other community members	3.8	51.73
Others	0.7	12.05

Question 11. On the average, about how many hours of "pre-start-up" training (lectures, workshops, etc.) have been attended by most trainees? (IF PRE-START-UP TRAINING IS STILL UNDERWAY, CHECK THE CATEGORY CORRESPONDING TO THE HOURS OF TRAINING RECEIVED UP TO NOW)

Number responding: 924* (11 checked "Have no idea")

Response Option	Number of Responses	Percent of Total Responses
None	2	-
One to four hours of training sessions	127	14
Five to eight hours of training sessions	130	14
Nine to 16 hours of training sessions	223	24
17 to 24 hours of training sessions	216	23
More than 24 hours of training sessions	226	24

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*Respondents checking "no training" on Question 10 were instructed to skip this question.

Question 12. Who provided the "pre-start-up" training for this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 952*

	Number of Respondents	Percent of Total Respondents
Person(s) from outside this school or district (e.g., from the school where the project was developed)	895	94
Person(s) from within this school or district	188	20
Don't know who provided training	2	

Question 13. Which of the following methods have been included in the "pre-start-up" training sessions? (PLEASE CHECK ALL THAT APPLY)

Number responding: 948*

	Number of Respondents	Percent of Total Respondents
Role-playing, games, or simulation	490	52
Lectures, talks	903	95
Films, videotapes	706	74
Demonstrations	775	82
Actual practice, "hands-on" experiences	624	66
Question and answer sessions	843	89
Group discussion	779	82

Question 14. Which of the following topics have been included in the "pre-start-up" training sessions? (PLEASE CHECK ALL THAT APPLY)

Number responding: 945*

	Number of Respondents	Percent of Total Respondents
Project goals (what the project is intended to do)	915	97
Project philosophy (why the project does what it does	893	94
Project administration (keeping records, budget, etc.)	609	64

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*Respondents checking "no training on Question 10 were instructed to skip this question.

Question 14, continued.

	Number of Respondents	Percent of Total Respondents
Operating procedures (what teachers, pupil service personnel, etc., actually do in the project)	824	87
Project materials and their use	867	92
Project evaluation techniques	707	75
Difficulties or problems that might arise	686	73
Other	27	3

Question 15. (deleted)

Question 16. How thoroughly did these training sessions prepare most teachers, specialists, etc., for actually implementing the project themselves?

Number responding: 885* (38 checked "Doesn't apply)

Response Option		Number of Responses	Percent of Total Responses
Very thoroughly	(1)	176	20
	(2)	394	44
	(3)	248	28
	(4)	64	7
Not at all	(5)	3	-

Question 17. Have any local staff ever visited another school (or district) to see this project in operation (e.g., the school where the project was developed)? (NOTE: These observations may have been a part of training sessions you have attended)

Number responding: 1,037

Response Option	Number of Responses	Percent of Total Responses
Yes	632	61
No	405	39

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*Respondents checking "no training" on Question 10 were instructed to skip this question.

Question 18. How useful was this experience in helping local personnel implement this project?

Number responding: 621 (374 checked "Doesn't apply"
13 checked "Have no idea")

Response Option	Number of Responses	Percent of Total Responses
Very useful (1)	303	49
(2)	196	32
(3)	91	15
(4)	25	4
Not at all useful (5)	6	1

Question 19. Which of the following project-related materials, if any, have been received by local personnel? (PLEASE CHECK ALL THAT APPLY)

Number responding: 1,020

	Number of Respondents	Percent of Total Respondents
Materials for project teachers, specialists, etc., to use	854	84
Materials for students to use	568	56
Materials describing the project	790	78
Other	51	5
None of the above	45	4

Question 20. Generally speaking, how would local personnel involved with the project characterize the project-related materials that have been received? (PLEASE CHECK ONE BOX FOR EACH SCALE)

Number responding: 922 (56 checked "Doesn't apply"
28 checked "Have no idea")

Clear (1)		(2)		(3)		(4)		Confusing (5)	
No.	%	No.	%	No.	%	No.	%	No.	%
361	39	384	42	151	16	24	3	2	-

Valuable (1)		(2)		(3)		(4)		Worthless (5)	
No.	%	No.	%	No.	%	No.	%	No.	%
388	42	372	40	140	15	18	2	2	-

Adequate (1)		(2)		(3)		(4)		Inadequate (5)	
No.	%	No.	%	No.	%	No.	%	No.	%
343	37	355	39	179	20	34	4	5	1

Question 21. When did local personnel first begin implementing this project (i.e., actually using it in their classrooms or elsewhere)?

Number responding: 809*

Year of Implementation Start	Number of Respondents	Percent of Total Respondents
Before 1974	38	5
1974	96	12
1975	545	67
1976	130	16

Question 22. Did you become involved with this project before or after the project was implemented?

Number responding: 847*

Response Option	Number of Responses	Percent of Total Responses
I became involved before the project was implemented here	795	94
I became involved after the project was implemented here	52	6

Question 23. Which of the following statements describes your role in this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 844* (14 checked "Doesn't apply: no longer implementing the project")

	Number of Respondents	Percent of Total Respondents
I am responsible for coordinating this project within our school.	371	44
I am responsible for coordinating this project within our district.	257	30
I serve as the liaison between the Project Developer/Demonstrator, our Facilitator, and the project staff in our school or district.	287	34

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*Respondents indicating that implementation had not yet begun were instructed to skip this question.

Question 23, continued.

	Number of Respondents	Percent of Total Respondents
I am a teacher, specialist, etc., who is using (or will use) this project with my students/children.	286	34
I am involved with this project only in an administrative capacity.	187	22

Question 24. To what extent are you personally involved with the day-to-day operation of this project?

Number responding: 831*†

Response Option	Number of Responses	Percent of Total Responses
To a great extent (1)	252	30
(2)	157	19
(3)	203	24
(4)	160	19
Not at all (5)	59	7

Question 25. Is your school(s) or district currently implementing this project in its entirety or are you implementing only parts of it?

Number responding: 821*†

Response Option	Number of Responses	Percent of Total Responses
Entire project	365	44
Selected aspects only	456	56

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*Respondents indicating that implementation had not yet begun were instructed to skip this question.

†Respondents checking "Doesn't apply" on Question 23 were instructed to skip this question.

Question 26. Where within your school district is this project being implemented? (PLEASE CHECK ONE)

Number responding: 818*†

Response Option	Number of Responses	Percent of Total Responses
Single classroom in a single school	157	19
Single classroom in several schools	72	9
Single classroom in all schools in the district	17	2
Several classrooms in a single school	225	28
Several classrooms in several schools	138	17
Several classrooms in all schools in the district	42	5
All classrooms in a single school	63	8
All classrooms in several schools	34	4
All classrooms in all schools in the district	11	1
School-wide (not classroom-based)	30	4
District-wide (not classroom-based)	29	4

Question 27. In what areas, if any, did you feel additional assistance was needed after you began implementing the project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 848*

	Number of Respondents	Percent of Total Respondents
No additional assistance needed	203	24
Refresher on what was taught earlier	235	28
Project administration (keeping records, budget, etc.)	135	16
Project materials and their use	259	30

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*Respondents indicating that implementation had not yet begun were instructed to skip this question.

†Respondents checking "Doesn't apply" on Question 23 were instructed to skip this question.

Question 27, continued.

	Number of Respondents	Percent of Total Respondents
Operating procedures (what teachers, pupil service personnel, etc., actually do in the project)	280	33
How to work the project in with other school activities	239	28
How to describe or explain the project to others (parents, other teachers, etc.)	166	20
How to resolve problems or difficulties that had arisen	331	39

Question 28. How many local personnel in each of the following categories have received any formal project-related training since they began implementing the project? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 535* (305 checked "no additional training")

	Mean Number Trained	Standard Deviation
Superintendent	0.1	0.64
Principals	1.4	2.92
Other administrators (assistant superintendents, vice-principals, supervisors, etc.)	0.7	2.00
Pupil service personnel (psychologists, counselors, therapists, nurses, etc.)	0.7	2.48
Teachers	10.6	19.36
Paraprofessionals	1.9	5.40
Others	4.9	82.24

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*Respondents indicating that implementation had not yet begun were instructed to skip this question.

Question 29. On the average, about how many hours of training have been received by most local personnel since they began implementing this project?

Number responding: 528*†

Response Option	Number of Responses	Percent of Total Responses
One to four hours	122	23
Five to eight hours	138	26
Nine to 16 hours	104	20
17 to 24 hours	72	14
More than 24 hours	92	17

Question 30. Who has provided the project-related training received since you began implementing this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 539*†

	Number of Respondents	Percent of Total Respondents
Person(s) from outside this district (e.g., from the school where the project was developed)	419	78
Person(s) from this school or district	258	48
Don't know who provided this training	4	1

Question 31. How thoroughly did this training cover the areas local personnel felt needed to be covered?

Number responding: 514*†

Response Option	Number of Responses	Percent of Total Responses
Very thoroughly (1)	120	23
(2)	233	45
(3)	135	26
(4)	21	4
Not at all (5)	5	1

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*Respondents indicating that implementation had not yet begun were instructed to skip this question.

†Respondents checking "no additional training" in Question 28 were instructed to skip this question.

Question 32. How many of each of the following persons in your school(s) or central office were involved with this project when implementation first began, and how many are currently involved? (PLEASE GIVE YOUR BEST ESTIMATES; IF NONE, ENTER "0" AS APPROPRIATE)

Number responding: 857*

	Initially		Currently	
	Mean Number Persons	Standard Deviation	Mean Number Persons	Standard Deviation
Administrators (superintendent, assistant superintendent, principal, vice-principal, etc.)	2.1	3.93	2.1	4.05
Regular classroom teachers	7.8	14.30	9.9	19.18
Teaching specialists	0.9	2.72	1.1	4.35
Pupil service personnel (psychologists, counselors, social workers, nurses, etc.)	0.6	2.67	0.8	3.40
Paraprofessionals	1.1	2.82	1.5	4.08
Students/children	134.1	300.98	206.49	461.98
Parents or other community personnel	5.2	19.37	4.7	27.97

Question 33. How many schools in this district were initially and are currently implementing this project?

Number responding: 793* (41 checked "Doesnt apply: project works through central office only")

	Mean Number Schools	Standard Deviation
Schools in this district initially implementing project	2.4	4.24
Schools in this district currently implementing project	2.6	4.11

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*Respondents indicating that implementation had not yet begun were instructed to skip this question.

Question 34. What were major factors that led to changes in the size of the project (either increase or decrease) since implementation began? (PLEASE CHECK ALL THAT APPLY)

Number responding: 848*

	Number of Respondents	Percent of Total Respondents
Doesn't apply: no change in size of project	452	53
Faculty liked or didn't like the project	193	23
Administration liked or didn't like the project	138	16
Results of project evaluation	79	9
Availability of funds	109	13
Changes in staffing or enrollment patterns	107	13
Other	90	11

Question 35. Which of the following groups of children does this project currently involve? (If schools are ungraded, please approximate.) (PLEASE CHECK ALL THAT APPLY)

Number responding: 855*

	Number of Respondents	Percent of Total Respondents
Pre-Kindergarten	89	10
Kindergarten	337	39
Grade 1	449	52
Grade 2	334	39
Grade 3	312	36
Grade 4	298	35
Grade 5	286	34
Grade 6	259	30
Grade 7	176	21
Grade 8	155	18

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*Respondents indicating that implementation had not yet begun were instructed to skip this question.

Question 35, continued.

	Number of Respondents	Percent of Total Respondents
Grade 9	127	15
Grade 10	127	15
Grade 11	148	17
Grade 12	154	18
This project does not directly involve any children	11	1

Question 36. During the first six months after you began implementing this project, how often were local staff meetings held to discuss project-related issues? (PLEASE CHECK ONE)

Number responding: 846*

Response Option	Number of Responses	Percent of Total Responses
About once a week or more often	179	21
About two or three times a month	143	17
About once a month	185	22
About once every two months	73	9
Less than once every two months	105	12
Never	161	19

Question 37. In general, how useful have these meetings been for dealing with problems that have arisen with this project?

Number responding: 678* (164 checked "Doesn't apply: no meetings")

Response Option	Number of Responses	Percent of Total Responses
Very useful (1)	180	26
(2)	261	38
(3)	168	25
(4)	60	9
Not at all useful (5)	9	1

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*Respondents indicating that implementation had not yet begun were instructed to skip this question.

Question 38. How much additional building space and equipment were needed to implement this project? (PLEASE CHECK ONE BOX FOR EACH SCALE)

Number responding: 817*

	A great deal (1)		(2)		(3)		(4)		None (5)	
	No.	%	No.	%	No.	%	No.	%	No.	%
Additional building space	27	3	39	5	64	8	92	11	590	73
Additional equipment	94	12	111	14	170	21	190	23	252	31

Question 39. How many additional staff members were hired to implement this project?

Number responding: 829*

	Mean Number Persons	Standard Deviation
Additional professional staff members	0.8	6.92
Other additional staff members (e.g., aides)	0.9	7.00

Question 40. To what extent have project materials been modified, or have different materials been substituted since your school(s) or central office began implementing this project?

Number responding: 848*

Response Option		Number of Responses	Percent of Total Responses
To a very large extent	(1)	35	4
	(2)	136	16
	(3)	225	26
	(4)	234	28
Not at all	(5)	218	26

---

*Respondents indicating that implementation had not yet begun were instructed to skip this question.

Question 41. To what extent have project methods been modified since your school(s) or central office began implementing the project?

Number responding: 845*

Response Option		Number of Responses	Percent of Total Responses
To a very large extent	(1)	40	5
	(2)	119	14
	(3)	260	31
	(4)	266	32
Not at all	(5)	160	19

Question 42. Which of the following have been important problems with this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 851*

	Number of Respondents	Percent of Total Respondents
No important problems	306	36
Goals are unrealistic	24	3
Methods are difficult to implement	114	13
Delayed funding	63	7
Delayed materials	125	15
Inadequate space or equipment	132	16
Teachers/specialists are overloaded	264	31
Other	188	22

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*Respondents indicating that implementation had not yet begun were instructed to skip this question.

Question 43. Please indicate the extent to which you agree or disagree with each of the following statements dealing with this project's implementation in your school or district.

21 checked "Doesn't apply: No longer implementing the project"[*]

	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
Statement (responses)	No.	%	No.	%	No.	%	No.	%
Most local personnel who are involved with this project believe that the project will be successful (799).	293	37	460	58	38	5	8	1
This project fits smoothly into the set-up at our school (819).	305	37	456	56	46	6	12	2
Most local personnel who are involved in this project believe that the project fills one of the major needs of our school (791).	360	46	361	46	64	8	6	1
Some aspects of this project have aroused controversy in our school(s) or community (721).	28	4	98	14	153	21	442	61
Implementing this project has created some major problems (762).	12	2	66	9	202	26	482	63

Question 44. Most local personnel who are implementing this project would describe the working relationships among themselves as:

Number responding: 777[*] (31 checked "Have no idea")

Response Option		Number of Responses	Percent of Total Responses
Excellent	(1)	349	45
	(2)	314	40
	(3)	102	13
	(4)	8	1
Poor	(5)	4	1

---

[*] Respondents indicating implementation was not currently underway were instructed to skip this question.

Question 45. Most local personnel who are implementing this project would describe relationships between themselves and their principals as:

Number responding: 778*

Response Option	Number of Responses	Percent of Total Responses
Excellent (1)	334	43
(2)	319	41
(3)	98	13
(4)	19	2
Poor (5)	8	1

Question 46. All in all, how well do project personnel think this project is working in their school(s) or central office?

Number responding: 797* (31 checked "Have no idea")

Response Option	Number of Responses	Percent of Total Responses
Very well (1)	285	36
(2)	320	40
(3)	153	19
(4)	30	4
Not at all well (5)	9	1

Question 47. Is the effectiveness of this project in your school(s) or central office being evaluated in any way?

Number responding: 783*

Response Option	Number of Responses	Percent of Total Responses
Yes--evaluation activities are taking place this year	524	67
Yes--evaluation activities are planned for next year	161	21
No--we have no current plans for evaluation	191	24

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*Respondents indicating implementation was not currently underway were instructed to skip this question.

Question 48. Which of the following groups, if any, are providing evaluation assistance for this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 626*†

	Number of Respondents	Percent of Total Respondents
Evaluation staff from the district central office	242	39
Project Developer/Demonstrator staff	249	40
State Facilitator staff	152	24
Other persons from outside this district	93	15
Not sure who is providing evaluation assistance	33	5
No evaluation assistance being provided	150	24

Question 49. Which of the following kinds of tests, if any, are being used to evaluate student achievement gains in this project?

Number responding: 644*†

	Number of Respondents	Percent of Total Respondents
Standardized tests	361	56
Tests developed by the Project Developer/Demonstrator	260	40
Tests developed within our school or district	150	23
Other	78	12
Not evaluating student achievement gains in this project	64	10
Don't know	13	2

Are these student achievement tests being administered both before and after students enter the project or only after they enter?

Number responding: 408

Response Option	Number of Responses	Percent of Total Responses
Before and after students enter project	349	86
After only	59	14

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[*] Respondents indicating implementation was not currently underway were instructed to skip this question.

[†] Respondents indicating no evaluation plans (Question 47) were instructed to skip this question.

Question 50. Other than student achievement, what areas, if any, are being evaluated or measured as they relate to this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 633[*†]

	Number of Respondents	Percent of Total Respondents
Student (child) affective or attitudinal changes	366	58
Other student (child) changes (e.g., physical, social)	231	36
Teacher/personnel skill development	211	33
Project costs	105	17
Parent or community reaction	192	30
Other	34	5
None of the above	100	16
Don't know	36	6

Question 51. Have you had any contact with the project Developer/Demonstrator staff--i.e., the group that originally developed this project?

Number responding: 685[*]

Response Option	Number of Responses	Percent of Total Responses
Yes[**]	577	66
No	96	14
Not sure who Project Developer/Demonstrator is	12	2

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[*] Respondents indicating implementation was not currently underway were instructed to skip this question.

[†] Respondents indicating no evaluation plans were instructed to skip this question.

[**] Of those responding "YES" to Question 51, 418 correctly identified a Developer/Demonstrator staff member; 159 provided incorrect names or names that could not be verified.

Question 52. Which of the following kinds of assistance have been provided by the Project Developer/Demonstrator, before or after the project was implemented? (PLEASE CHECK ALL THAT APPLY)

Number responding: 913* (11 checked "no assistance from D/D")

	Before Implementation		After Implementation	
	No.	%	No.	%
Materials	687	75	344	38
Conflict resolution, trouble-shooting	258	28	262	29
Moral support (encouragement)	563	62	446	49
Evaluation assistance	282	31	266	29
Assistance in allocation of resources	233	26	128	14
Training	715	78	333	36
Arrangements for outside consultants	206	23	159	17

Question 53. In general, how useful has assistance from the Developer/Demonstrator been?

Number responding: 819*

Response Option		Number of Responses	Percent of Total Responses
Very useful	(1)	377	46
	(2)	238	29
	(3)	147	18
	(4)	42	5
Not at all useful	(5)	15	2

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*Respondents indicating "No" or "Not sure" on Question 51 were instructed to skip this question.

Question 54. Please characterize the Project Developer/Demonstrator on each of the following dimensions. (PLEASE CHECK ONE BOX FOR EACH SCALE)[*]

	(1)		(2)		(3)		(4)		(5)			(Have no Idea)[†]
	No.	%	No.	%	No.	%	No.	%	No.	%		
Organized	473	60	248	31	52	7	19	2	1	-	Disorganized	20
Helpful	473	59	223	28	78	10	21	3	4	-	Not helpful	14
Gives straight answers	475	60	217	27	79	10	16	2	6	1	Gives run-around	17
Enthusiastic	629	79	135	17	28	4	4	-	1	-	Bored	14
Available	327	42	216	28	145	19	61	8	24	3	Not available	28
Highly competent	513	65	206	26	57	7	10	1	-	-	Incompetent	21

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[*] Respondents indicating "No" or "Not sure" on Question 51 were instructed to skip this question.

[†] Treated as missing data and not entered into count of valid responses used to calculate percentages.

Question 55. Have you had any contact with the National Diffusion Network State Facilitator staff?

Number responding: 835[*]

Response Option	Number of Responses	Percent of Total Responses
Yes[†]	487	58
No	265	32
Not sure who the State Facilitator is	83	10

Question 56. Which of the following kinds of assistance have been provided by the State Facilitator, before or after the project was implemented? (PLEASE CHECK ALL THAT APPLY)

Number responding: 700[**] (145 checked "no assistance from SF")

	Before Implementation		After Implementation	
	No.	%	No.	%
Materials	320	46	178	25
Conflict resolution, trouble-shooting	105	15	92	13
Moral support (encouragement)	319	46	247	35
Evaluation assistance	102	15	118	17
Assistance in allocation of resources	195	28	128	18
Training	293	42	138	20
Arrangement for outside consultants	178	25	128	18
Financial assistance	322	46	176	25

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[*] Respondents indicating "No" or "Not sure" on Question 51 were instructed to skip this question.

[†] Of those responding "Yes" to Question 55, 318 correctly identified a State Facilitator staff member; 168 provided incorrect names or names that could not be verified.

[**] Respondents indicating "No" or "Not sure" on Question 55 were instructed to skip this question.

Question 57. If you have received financial assistance from the State Facilitator, how was it spent? (PLEASE CHECK ALL THAT APPLY)

Number responding: 569*

	Number of Respondents	Percent of Total Respondents
Doesn't apply: have received no financial assistance from State Facilitator	118	21
Training for the project	307	54
Project materials	286	50
Evaluation of the project	61	11
Travel/subsistence relating to the project	311	55
Follow-up consultation regarding the project	123	22
Other	15	3

Question 58. In general, how useful has assistance from the State Facilitator been?

Number responding: 574*

Response Option		Number of Responses	Percent of Total Responses
Very useful	(1)	277	48
	(2)	132	23
	(3)	100	17
	(4)	42	7
Not at all useful	(5)	23	4

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*Respondents indicating "No" or "Not sure" on Question 55 were instructed to skip this question.

Question 59. Please characterize your State Facilitator on each of the following dimensions. (PLEASE CHECK ONE BOX FOR EACH SCALE)

Organized (1)		(2)		(3)		(4)		Disorganized (5)		(Have no Idea)[†]
No.	%	No.	%	No.	%	No.	%	No.	%	
274	53	156	30	66	13	12	2	8	2	57

Helpful (1)		(2)		(3)		(4)		Not helpful (5)		
No.	%	No.	%	No.	%	No.	%	No.	%	
310	58	137	25	64	12	17	3	11	2	33

Gives straight answers (1)		(2)		(3)		(4)		Gives run-around (5)		
No.	%	No.	%	No.	%	No.	%	No.	%	
298	57	136	26	66	13	10	2	12	2	49

Enthusiastic (1)		(2)		(3)		(4)		Bored (5)		
No.	%	No.	%	No.	%	No.	%	No.	%	
317	60	140	26	56	11	13	2	3	1	43

Available (1)		(2)		(3)		(4)		Not available (5)		
No.	%	No.	%	No.	%	No.	%	No.	%	
296	55	127	24	76	14	22	4	13	2	37

Highly competent (1)		(2)		(3)		(4)		Incompetent (5)		
No.	%	No.	%	No.	%	No.	%	No.	%	
266	52	168	33	61	12	15	3	4	1	57

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[*] Respondents indicating "No" or "Not sure" on Question 55 were instructed to skip this question.

[†] Treated as missing data and not entered into count of valid responses used to calculate percentages.

Question 60. How many persons from other schools or districts have you informed of this project? (PLEASE CHECK YOUR BEST ESTIMATE)

Number responding: 669*

Response Option	Number of Responses	Percent of Total Responses
None	94	14
One to five	223	33
Six to 25	207	31
26 to 100	72	11
More than 100	73	11

Have you encouraged any of these persons to try this project in their school or district?

Number responding: 553

Response Option	Number of Responses	Percent of Total Responses
Yes	488	88
No	65	12

Question 61. In relation to on-going school programs, a new educational project can be placed into one of two general categories:

(1) The new project replaces a previously existing program. In this case, the existing program is terminated and the new program is started in its place.

(2) The new project supplements a previously existing program. Here, the existing program continues and the new program is merely an addition or alternative to that program.

Which of these two categories would best describe this project in your school or district?

Number responding: 900 (86 checked "Doesn't apply: not currently implementing this project"
21 checked "Have no idea")

Response Option	Number of Responses	Percent of Total Responses
Replacement	141	16
Supplement	759	84

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*Respondents indicating "No" or "Not sure" on Question 55 were instructed to skip this question.

Question 62. Has the general subject matter with which this project deals been dealt with before in your school?

Number responding: 1,007

Response Option	Number of Responses	Percent of Total Responses
Yes	726	72
No	281	28

Question 63. How different would you say this project is from the kinds of things project teachers or specialists have been doing up to now?

Number responding: 1,008

Response Option		Number of Responses	Percent of Total Responses
Very different	(1)	221	22
	(2)	393	39
	(3)	271	27
	(4)	102	10
Not different at all	(5)	21	2

Question 64. What is your best estimate of the total incremental cost of this project (i.e., the actual additional dollars spent by your school system) to date?

Number responding: 597 (374 checked "Have no idea")

Mean incremental cost of project: $7,217.1

Standard deviation: $25,261.67

Question 65. How would you describe the reaction of each of the following individuals or groups to the implementation of this project in your school(s) or central office?

	School Board		Superintendent		Principal(s)		Project Teachers	
Response Option	No.	%	No.	%	No.	%	No.	%
Very supportive	341	51	456	59	589	64	590	66
Mildly supportive	189	28	219	28	251	27	262	29
Neutral	137	20	82	11	64	7	33	4
Mildly opposed	4	1	9	1	12	1	14	2
Antagonistic	2	-	2	-	3	-	1	-
Doesn't apply	122	*	91	*	36	*	57	*
Have no idea	182	*	116	*	36	*	27	*

	Nonproject Teachers		Project Children		Parents and Community	
Response Option	No.	%	No.	%	No.	%
Very supportive	149	20	540	63	350	50
Mildly supportive	271	36	243	28	244	35
Neutral	273	37	65	8	103	15
Mildly opposed	39	5	6	1	3	-
Antagonistic	12	2	1	-	1	-
Not relevant	94	*	57	*	93	*
Have no idea	130	*	66	*	173	*

Question 66. Compared to other school districts in the nation, how innovative would you say your district is in terms of adopting new educational ideas and methods?

Number responding: 914 (62 checked "Doesn't apply: not part of a district"
41 checked "Have no idea")

Response Option		Number of Responses	Percent of Total Responses
Much more innovative than most	(1)	185	20
	(2)	312	34
	(3)	260	28
	(4)	112	12
Much less innovative than most	(5)	45	5

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*Treated as missing data and not entered into count of valid responses used to calculate percentages.

Question 67. If your school(s) or central office is now or has been involved with other new education projects, do you feel these involvements have been successful or unsuccessful?

Number responding: 874 (123 checked "Doesn't apply")

Response Option	Number of Responses	Percent of Total Responses
Largely successful	501	57
About equal numbers of successes and failures	345	40
Largely unsuccessful	28	3

Question 68. Which of the following factors, if any, have prevented tryout of promising new programs or practices in your district during the last two years? (PLEASE CHECK ALL THAT APPLY)

Number responding: 999

	Number of Respondents	Percent of Total Respondents
Lack of funds	641	64
School board is opposed to new ideas or programs	58	6
Superintendent is opposed to new ideas or programs	47	5
Principals are opposed to new ideas or programs	63	6
Teachers are opposed to new ideas or programs	120	12
Parents are opposed to new ideas or programs	63	6
None of the above	300	30

Question 69. Which of the following groups or individuals, if any, have encouraged tryout of promising new practices and programs in your district during the last two years? (PLEASE CHECK ALL THAT APPLY)

Number responding: 1,003

	Number of Respondents	Percent of Total Respondents
School board	379	38
Superintendent or district office	696	69
Principals	753	75
Teachers	752	75
Parents	369	37
None of the above	51	5

Question 70. When a really good project comes around, we always seem to find funds to support it.

Number responding: 988

Response Option	Number of Responses	Percent of Total Responses
Strongly agree	112	11
Mostly agree	545	55
Mostly disagree	264	27
Strongly disagree	67	7

Question 71. In your district, are there any reward mechanisms, such as release time, salary increases, or promotions, by which teachers are encouraged to try out new teaching ideas?

Number responding: 999

Response Option	Number of Responses	Percent of of Total Responses
Yes	301	30
No	698	70

Question 72. To what extent are most teachers in your school(s) usually involved in decisions to try out new programs, materials, or ideas?

Number responding: 1,015

Response Option		Number of Responses	Percent of Total Responses
Not at all	(1)	39	4
	(2)	151	15
	(3)	263	26
	(4)	328	32
To a very great extent	(5)	234	23

Question 73. Which of the following, if any, have been problems or issues in your community within the last five years? (PLEASE CHECK ALL THAT APPLY)

Number responding: 1,020

	Number of Respondents	Percent of Total Respondents
Desegregation or racial conflict	188	18
Teachers' demands	386	38
School vandalism	336	33
Student riots or fights	68	7
Student rights (due process)	151	15
Community group demands	295	29
Reactions to the costs of the schools	586	58
Reactions to school test scores	249	24
Other	100	10
None of the above	163	16

Did any of the above problems or issues affect the decision to implement this project?

Number responding: 782 (132 checked "Doesn't apply"
35 checked "Have no idea")

Response Option	Number of Responses	Percent of Total Responses
Yes	150	19
No	632	80

Question 74. How many of each of the following kinds of public schools (buildings) are part of your district?

Number responding: 903 (79 checked "Doesn't apply: not part of a district")

	Mean Number of Schools	Standard Deviation
Elementary schools	13.0	39.66
Intermediate (junior high) schools	3.4	21.54
Secondary schools	2.2	5.39
Combination elementary and secondary schools	8.2	200.30

Question 75. What is the approximate total number of pupils in your school district? (DO NOT INCLUDE PRESCHOOL OR ADULT EDUCATION)

Number responding: 862 (73 checked "Doesn't apply: not part of a district")

Mean number of pupils: 10,886.6

Standard deviation: 43,138.96

Question 76. About what percentage of your district's pupils belongs to each of the following racial or ethnic groups?

Number responding: 923

	Mean Percent	Standard Deviation
Caucasian	80.2	25.34
Black	12.5	19.92
American Indian	1.7	9.14
Spanish-speaking or Spanish surname	3.7	10.83
Asian	0.4	1.44

Question 77. Which of the following best describes your community?

Number responding: 972

Response Option	Number of Responses	Percent of Total Responses
Rural	491	50
Suburban	293	30
Urban	188	19

Table 29

RESPONSE TABULATIONS FOR TEACHER/PARTICIPANT QUESTIONNAIRE

Question 1. What is your position or title? (PLEASE CHECK SINGLE MOST APPROPRIATE CATEGORY)

Number responding: 149

Response Option	Number of Responses	Percent of Total Responses
Regular classroom teacher	100	67
Teaching specialist	31	21
Teaching aide	5	3
Psychologist; psychiatrist	3	2
Counselor	3	2
Social worker	3	2
Nurse	2	1
Other	2	1

Question 2. As of June, 1976, how many years will you have been in each of the following?

Number responding: 148

	Mean Number of Years	Standard Deviation
Years in this school	5.5	5.72
Years in this district	7.3	6.40
Years total in the education profession (do not include student teaching)	10.2	7.41

Question 3. What is your age?

Number responding: 148

Response Option	Number of Responses	Percent of Total Responses
18 - 25 years	26	18
26 - 35 years	54	36
36 - 45 years	34	23
46 - 55 years	27	18
56 or over	7	5

Question 4. What is the highest degree that you hold? (PLEASE CHECK ONE)

Number responding: 145

Response Option	Number of Responses	Percent of Total Responses
Bachelors degree	84	58
Masters degree	60	41
Doctoral degree	1	1

Question 5. Are you working toward an advanced degree?

Number responding: 148

Response Option	Number of Responses	Percent of Total Responses
Yes	54	36
No	94	64

Question 6. How did you become involved with this project? (PLEASE CHECK THE SINGLE MOST APPROPRIATE CATEGORY)

Number responding: 147

Response Option	Number of Responses	Percent of Total Responses
I initiated our school's or district's involvement with the project	5	3
I volunteered to participate	18	12
I was one of a group of teachers or other persons who decided to implement the project	15	10

Question 6. (continued)

Response Option	Number of Responses	Percent of Total Responses
I was asked to participate by our principal, superintendent or some other local person	98	67
Other	11	8

Question 7. Did you become involved with this project before or after your school began to implement the project?

Number responding: 146

Response Option	Number of Responses	Percent of Total Responses
I became involved before the project was implemented here	101	69
I became involved after the project was implemented here	45	31

Question 8. How involved were you with your school's decision to implement this project?

Number responding: 143

Response Option		Number of Responses	Percent of Total Responses
Very involved	(1)	24	17
	(2)	28	20
	(3)	11	8
	(4)	10	7
Not at all involved	(5)	70	49

Question 9. About how many hours of training sessions (lectures, workshops, etc.) did you attend before you began using the project in your classroom (or elsewhere)? (NOTE: Check the category corresponding to the hours of training you have received up to now.)

Number responding: 149

Response Option	Number of Responses	Percent of Total Responses
None (GO TO QUESTION 15)	20	13
One to four hours of training sessions	25	17
Five to eight hours of training sessions	18	12
Nine to 16 hours of training sessions	21	14
17 to 24 hours of training sessions	27	18
More than 24 hours of training sessions	38	26

Question 10. Who provided the "pre-start-up" training you have received for this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 128*

	Number of Respondents	Percent of Total Respondents
Person(s) from outside this district (e.g., from the school where the project was developed)	102	80
Person(s) from this school or district	43	34
Don't know who provided training	1	1

Question 11. Which of the following methods have been included in the "pre-start-up" training sessions you have attended? (PLEASE CHECK ALL THAT APPLY)

Number responding: 129*

	Number of Respondents	Percent of Total Respondents
Role-playing, games or simulation	51	40
Lectures, talks	126	98
Films, videotapes	77	60

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*Respondents checking "None" on Question 9 were instructed to skip this question.

Question 11. (continued)

	Number of Respondents	Percent of Total Respondents
Demonstrations	94	73
Actual practice, "hands-on" experience	67	52
Question and answer sessions	111	86
Group discussions	96	74

Question 12. Which of the following topics have been included in the "pre-start-up" training sessions you have attended? (PLEASE CHECK ALL THAT APPLY)

Number responding: 128*

	Number of Respondents	Percent of Total Respondents
Project goals (what the project is intended to do)	126	98
Project philosophy (why the project does what it does)	111	87
Project administration (keeping records, budget, etc.)	67	52
Operating procedures (what teachers, pupil service personnel actually do in the project)	114	89
Project materials and their use	111	87
Project evaluation techniques	90	70
Difficulties or problems that might arise	75	59
Other	4	3

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*Respondents checking "None" on Question 9 were instructed to skip this question.

Question 13. Please characterize the "pre-start-up" training you have received for this project on each of the following dimensions: (PLEASE CHECK ONE BOX FOR EACH SCALE)

Number responding: 128*

Well Organized (1)		(2)		(3)		(4)		Poorly Organized (5)	
No.	%	No.	%	No.	%	No.	%	No.	%
42	33	47	37	29	23	4	3	6	5

Interesting (1)		(2)		(3)		(4)		Boring (5)	
No.	%	No.	%	No.	%	No.	%	No.	%
43	34	49	39	23	18	9	7	2	2

Adequate (1)		(2)		(3)		(4)		Inadequate (5)	
No.	%	No.	%	No.	%	No.	%	No.	%
40	32	41	32	23	18	13	10	9	7

Question 14. How thoroughly did these training sessions prepare you for putting the project into practice in your classroom (or elsewhere)?

Number responding: 121* (7 checked "Have no idea: not yet implementing the project")

Response Option		Number of Responses	Percent of Total Responses
Very thoroughly	(1)	17	14
	(2)	54	45
	(3)	28	23
	(4)	19	16
Not at all	(5)	3	2

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[*] Respondents checking "None" on Question 9 were instructed to skip this question.

Question 15. Have you ever observed this project in operation at a school other than your own? (e.g., the school where the project was developed) (NOTE: These observations may have been a part of training sessions you have attended.)

Number responding: 148

Response Option	Number of Responses	Percent of Total Responses
Yes	48	32
No	100	68

Question 16. How useful would you say this experience was in helping you implement the project?

Number responding: 45*

Response Option		Number of Responses	Percent of Total Responses
Very useful	(1)	19	42
	(2)	16	36
	(3)	7	16
	(4)	1	2
Not at all useful	(5)	2	4

Question 17. Are you currently implementing the project (i.e., using it in your classroom or elsewhere)?

Number responding: 147

Response Option	Number of Responses	Percent of Total Responses
Yes	122	83
No	25	17

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*Respondents checking "No" on Question 15 were instructed to skip this question.

Question 18. If you are not currently using the project, why not? (PLEASE CHECK ALL THAT APPLY)

Number responding: 149

	Number of Respondents	Percent of Total Respondents
Doesn't apply: I am currently using the project	122	82
I have not yet begun implementing the project, but plan to do so within the next year	9	6
The whole school has discontinued its involvement with the project	5	3
Not enough money	4	3
Not enough time	5	3
Lack of administrative support for the project	4	3
Project did not meet my expectations or needs	4	3
Insufficient training	2	1
I use the project only part of the year and this is the "off season"	2	1
Other	8	5

Question 19. When did you begin (or do you plan to begin) using the project in your classroom (or elsewhere)?

Number responding: 134

	Number of Responses	Percent of Total Responses
Before 1974	9	7
1974	10	8
1975	89	66
1976	26	20

Question 20. What grades/age levels do you teach or assist as part of this project? (If classes are ungraded, please approximate.) (PLEASE CHECK ALL THAT APPLY)

Number responding: 147

	Number of Respondents	Percent of Total Respondents
Pre-Kindergarten	12	8
Kindergarten	36	24
Grade 1	25	17
Grade 2	28	19
Grade 3	25	17
Grade 4	28	19
Grade 5	42	29
Grade 6	30	20
Grade 7	14	10
Grade 8	18	12
Grade 9	14	10
Grade 10	9	6
Grade 11	8	5
Grade 12	7	5
None of these: Project does not deal directly with children	2	1

Question 21. In what areas, if any, did you feel additional assistance was needed after you began implementing the project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 135

	Number of Responses	Percent of Total Responses
No additional assistance needed	30	22
Refresher on what was taught earlier	30	22
Project administration (keeping records, budget, etc.)	17	13
Project materials and their use	27	20
Operating procedures (what teachers, pupil service personnel, etc. actually do in the project)	38	28
How to work the project in with other school activities	35	26

Question 21. (continued)

	Number of Responses	Percent of Total Responses
How to describe or explain the project to others (parents, other teachers, etc.)	26	19
How to resolve problems or difficulties that had arisen	65	48

Question 22. Have you attended any training sessions since you began implementing this project?

Number responding: 137 (6 checked "Doesn't Apply")

Response Option	Number of Responses	Percent of Total Responses
Yes	65	47
No	75	53

Question 23. How many hours of training sessions have you attended since you began implementing this project?

Number responding: 63*

Response Option	Number of Responses	Percent of Total Responses
One to four hours	27	43
Five to eight hours	9	14
Nine to 16 hours	16	25
17 to 24 hours	6	10
More than 24 hours	5	8

Question 24. How thoroughly did this training cover the areas you felt needed to be covered?

Number responding: 65*

Response Option		Number of Responses	Percent of Total Responses
Very thoroughly	(1)	8	12
	(2)	31	48
	(3)	18	28

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*Respondents checking "No" or "Doesn't apply" on Question 22 were instructed to skip this question.

Question 24. (continued)

Response Option		Number of Responses	Percent of Total Responses
	(4)	7	11
Not at all	(5)	1	2

Question 25. Which of the following project-related materials, if any, have you received? (PLEASE CHECK ALL THAT APPLY)

Number responding: 148

	Number of Respondents	Percent of Total Respondents
Materials for me to use	102	69
Materials for students to use	61	41
Materials describing the project	94	64
Other	8	6
None of the above	20	14

Question 26. Generally speaking, how would you characterize the project-related materials you have received? (PLEASE CHECK ONE BOX FOR EACH SCALE)

Number responding: 125 (16 checked "Doesn't apply")

Clear								Confusing	
(1)		(2)		(3)		(4)		(5)	
No.	%	No.	%	No.	%	No.	%	No.	%
50	40	47	38	24	19	3	2	1	1

Valuable								Worthless	
(1)		(2)		(3)		(4)		(5)	
No.	%	No.	%	No.	%	No.	%	No.	%
49	40	39	32	30	34	6	5	-	-

Adequate								Inadequate	
(1)		(2)		(3)		(4)		(5)	
No.	%	No.	%	No.	%	No.	%	No.	%
42	34	40	32	34	27	6	5	2	2

Question 27. Since you began using this project, about how many times has someone from outside your district visited you to assist you in the operation of the project, help with problems, etc.?

Number responding: 136

Response Option	Number of Responses	Percent of Total Responses
Never	50	37
One or two times	62	46
Three to five times	17	12
More than five times	7	5

Question 28. In general, how useful have these visits been for dealing with problems that have arisen with this project?

Number responding: 86 (54 checked "Dosn't apply)

Response Option		Number of Responses	Percent of Total Responses
Very useful	(1)	16	19
	(2)	24	28
	(3)	30	35
	(4)	9	10
Not at all useful	(5)	7	8

Question 29. During the first six months after you began implementing this project, how often did you attend meetings to discuss project-related issues with other local staff?

Number responding: 134

Response Option	Number of Responses	Percent of Total Responses
About once a week or more often	18	13
About two or three times a month	15	11
About once a month	23	17
About once every two months	9	7
Less than once every two months	22	16
Never	47	35

Question 30. In general, how useful have these meetings been for dealing with problems that have arisen with this project?

Number responding: 88 (51 checked "Doesn't apply")

Response Option		Number of Responses	Percent of Total Responses
Very useful	(1)	17	19
	(2)	26	30
	(3)	30	34
	(4)	12	14
Not at all useful	(5)	3	3

Question 31. How would you describe the working relationship among your school's personnel who are involved with this project?

Number responding: 134 (13 checked "Doesn't apply)

Response Option		Number of Responses	Percent of Total Responses
Excellent	(1)	45	34
	(2)	48	36
	(3)	25	19
	(4)	8	6
Poor	(5)	8	6

Question 32. All in all, how different would you say this project is from the kinds of things you, as a teacher or specialist, have been doing up to now?

Number responding: 144

Response Option		Number of Responses	Percent of Total Responses
Very different	(1)	25	17
	(2)	35	24
	(3)	34	24
	(4)	38	26
Not different at all	(5)	12	8

Question 33. To what extent have you modified project materials, or substituted different materials, since you began using this project?

Number responding: 136

Response Option		Number of Responses	Percent of Total Responses
To a very large extent	(1)	15	11
	(2)	30	22
	(3)	40	29
	(4)	31	23
Not at all	(5)	20	15

Question 34. To what extent have you modified project methods since you began using the project?

Number responding: 137

Response Option		Number of Responses	Percent of Total Responses
To a very large extent	(1)	8	6
	(2)	28	20
	(3)	34	25
	(4)	49	36
Not at all	(5)	18	13

Question 35. Which of the following have been important problems you have had with this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 143

	Number of Respondents	Percent of Total Respondents
No important problems	43	30
Goals are unrealistic	7	5
Methods are difficult to implement	15	10
Delayed funding	6	4
Delayed materials	21	15
Inadequate space or equipment	33	23
Teachers/specialists are overloaded	37	26
Other	42	29

Question 36. Please indicate the extent to which you agree or disagree with each of the following statements:

Number responding: 140

	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
This project fits smoothly into the set-up at our school.	46	33	71	51	15	11	8	6
This project fills one of the major needs of our school.	73	53	49	36	9	6	7	5
Most local personnel who are involved with this project believe that it will be successful.	53	40	60	46	14	11	5	4

Question 37. All in all, how well do you think this project is working in your classroom (or other unit in which you are implementing it)?

Number responding: 125 (22 checked "doesn't apply")

Response Option		Number of Responses	Percent of Total Responses
Very well	(1)	55	44
	(2)	41	33
	(3)	22	18
	(4)	4	3
Not at all well	(5)	3	2

Question 38. How many persons from other schools or districts have you informed of this project? (PLEASE GIVE YOUR BEST ESTIMATE)

Number responding: 148

Response Option	Number of Responses	Percent of Total Responses
None	34	23
One to five	59	40

Question 38. (continued)

Response Option	Number of Responses	Percent of Total Responses
Six to 25	39	26
26 to 100	6	4
More than 100	10	7

Have you encouraged any of these persons to try this project in their school or district?

Response Option	Number of Responses	Percent of Total Responses
Yes	83	70
No	36	30

Question 39. How would you describe the reaction of each of the following individuals or groups to the implementation of this project in your school? (PLEASE CHECK ONE BOX FOR EACH GROUP)

	School Board		Superintendent		Principal		Project Teachers	
Response Option	No.	%	No.	%	No.	%	No.	%
Very supportive	37	46	56	62	97	73	67	50
Mildly supportive	30	38	26	29	27	20	45	34
Neutral	12	15	8	9	9	7	13	10
Mildly opposed	-	-	-	-	-	-	5	4
Antagonistic	1	1	-	-	-	-	4	3
Not relevant	5	*	5	*	5	*	2	*
Have no idea	58	*	48	*	7	*	9	*

	Nonproject Teachers		Project Children		Parents and Community	
Response Option	No.	%	No.	%	No.	%
Very supportive	12	11	74	57	41	39
Mildly supportive	36	34	38	29	43	41
Neutral	50	47	12	9	18	17
Mildly opposed	8	8	3	2	2	2
Antagonistic	1	1	3	2	1	1
Not relevant	12	*	5	*	6	*
Have no idea	23	*	9	*	33	*

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*Treated as missing data and not entered into count of valid responses used to calculate percentages.

Question 40. Which of the following factors, if any, have prevented tryout of promising new programs or practices in your school during the last two years? (PLEASE CHECK ALL THAT APPLY)

Number responding: 139

	Number of Respondents	Percent of Total Respondents
Lack of funds	71	51
School board is opposed to new ideas or programs	12	9
Superintendent is opposed to new ideas or programs	3	2
Principal is opposed to new ideas or programs	2	1
Teachers are opposed to new ideas or programs	18	13
Parents are opposed to new ideas or programs	15	11
None of the above	62	45

Question 41. Which of the following groups or individuals, if any, have encouraged tryout of promising new practices and programs in your school during the last two years? (PLEASE CHECK ALL THAT APPLY)

Number responding: 145

	Number of Respondents	Percent of Total Respondents
School board	35	24
Superintendent or district office	72	50
Principal	110	76
Teachers	92	63
Parents	23	16
None of the above	8	6

Question 42. Compared to other schools in your district or area, how innovative would you say your school is in terms of adopting new educational ideas and methods?

Number responding: 134 (14 checked "Have no idea")

Response Option		Number of Responses	Percent of Total Responses
Much more innovative than most	(1)	49	37
	(2)	45	34
	(3)	29	22
	(4)	9	7
Much less innovative than most	(5)	2	2

Question 43. In your school, are there any reward mechanisms such as release time, salary increases, or promotions, by which teachers are encouraged to try out new teaching ideas?

Number responding: 140

Response Option	Number of Responses	Percent of Total Responses
Yes	31	22
No	109	78

Question 44. To what extent do you usually participate in decisions to hire new faculty members at your school?

Number responding: 147

Response Option		Number of Responses	Percent of Total Responses
Not at all	(1)	125	85
	(2)	9	6
	(3)	8	5
	(4)	2	1
To a great extent	(5)	3	2

Question 45. To what extent do you usually participate in decisions to try out new programs, materials, or ideas?

Number responding: 147

Response Option		Number of Responses	Percent of Total Responses
Not at all	(1)	31	21
	(2)	30	20
	(3)	40	27
	(4)	24	16
To a great extent	(5)	22	15

Please indicate the degree to which you agree or disagree with each of the following statements:

	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
Question (Number responding)	No.	%	No.	%	No.	%	No.	%
46. Our principal recognizes good teaching methods. (144)	67	46	65	45	11	8	1	1
47. There are clear-cut procedures to use at this school whenever there are disagreements between teachers. (142)	18	13	51	36	47	33	26	18
48. The principal and teachers work together in deciding about school-wide affairs. (146)	34	23	73	50	26	18	1[illegible]	9
49. Our principal has a great deal of influence in school district policies. (138)	23	17	60	44	41	30	14	10
50. The teachers here pretty much do what the principal says. (145)	25	17	100	69	18	12	2	1
51. Teachers here feel free to make known to our principal their criticisms of administrative policy. (145)	44	30	63	43	24	17	14	10

(continued) Question (Number responding)		Strongly Agree No.	Strongly Agree %	Mostly Agree No.	Mostly Agree %	Mostly Disagree No.	Mostly Disagree %	Strongly Disagree No.	Strongly Disagree %
52. Most school policies and regulations are documented in a school manual of procedures.	(142)	48	34	68	48	19	13	7	5
53. Educational practices have been changing too rapidly in the last ten years.	(142)	9	6	34	24	67	47	32	22
54. Most school rules and regulations are enforced.	(147)	37	25	91	62	14	10	5	3
55. The principal here gives the teachers considerable freedom to run their classrooms as they think best.	(147)	62	42	71	48	10	7	4	3
56. A teacher should consistently use his/her ideas of the best educational practices even though the administration prefers other views.	(144)	16	11	93	65	33	23	2	1
57. In general, the teachers at this school work well together.	(147)	58	40	81	55	4	3	4	3
58. Faculty meetings in our school are mostly a waste of time.	(144)	14	10	27	19	71	49	32	22
59. Schools work better if teachers don't spend their time trying out new ideas.	(146)	5	3	8	6	61	42	72	49
60. Our faculty tends to form cliques.	(146)	15	10	50	34	55	38	26	18

(continued)	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
Question (Number responding)	No.	%	No.	%	No.	%	No.	%
61. I feel that I make an important contribution to this school. (145)	62	43	77	53	6	4	-	-
62. There's a lot of group spirit at this school. (145)	34	23	79	54	23	16	9	6
63. When it comes right down to it, most of a student's motivation and performance depends on his or her home environment. (142)	32	22	61	43	39	28	10	7
64. If I try really hard, I can get through to even the most difficult or unmotivated students. (147)	32	22	97	66	16	11	2	1
65. Compared to other schools in this district, this school is a good place for teachers to work. (146)	66	45	73	50	3	2	4	3

Table 30

RESPONSE TABULATIONS FOR PRINCIPAL QUESTIONNAIRE

Question 1. What is your current position or title in this school?

Number responding: 30

Response Option	Number of Responses	Percent of Total Responses
Principal	29	97
Vice-principal	-	-
Other	1	3

Question 2. How familiar do you feel you are with your school's involvement with this project?

Number responding: 28

Response Option		Number of Responses	Percent of Total Responses
Very familiar	(1)	18	64
	(2)	8	29
	(3)	2	7
	(4)	-	-
Not at all familiar	(5)	-	-

Question 3. How were you involved, if at all, in your school's or district's decision to implement this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 30

		Number of Respondents	Percent of Respondents
a.	I initiated the district's involvement with the project	5	17
b.	I was directly involved in the decision process	14	47
c.	I approved the decision to try out this project	10	33
d.	I was informed of the decision	4	13
e.	I was not involved in the decision	3	10

Question 4. Have you attended any training sessions designed to teach you and others how to operate this project in your school? (This training may have consisted of lectures, workshops, filmstrips, demonstrations, or other procedures.)

Number responding: 30

Response Option	Number of Responses	Percent of Total Responses
Yes	20	67
No	10	33
If "Yes," about now many hours of training sessions have you attended? (PLEASE GIVE YOUR BEST ESTIMATE)		
1. Less than two hours	3	14
2. Two to four hours	6	29
3. Five to eight hours	2	10
4. Nine to 16 hours	3	14
5. More than 16 hours	5	33

Question 5. In what ways are you currently involved with this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 30

	Number of Respondents	Percent of Total Respondents
a. I administer project funds	1	3
b. I supervise the overall operation of the project	12	40
c. I am involved in day-to-day operation of the project	8	27
d. I am evaluating the effectiveness of the project	13	43
e. I keep informed of project activites	18	60
f. Other	7	23
g. I am not involved with the project	-	-

Question 6. Please indicate the extent to which you agree with the following statements: (PLEASE CHECK ONE BOX FOR EACH STATEMENT)

Number responding: 30

	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
This project fits smoothly into the set-up at our school.	17	57	12	40	1	3	-	-
This project fills one of the major needs of our school.	19	63	8	27	3	10	-	-
Implementing this project has created some major problems for our school.	1	3	2	7	7	24	19	66

Question 7. All in all, how different would you say this project is from the kinds of things your school has been doing up to now?

Number responding: 30

Response Option		Number of Responses	Percent of Total Responses
Very different	(1)	4	13
	(2)	14	47
	(3)	9	30
	(4)	3	10
Not different at all	(5)	-	-

Question 8. All in all, how well do you think this project is working in your school?

Number responding: 30

Response Option		Number of Responses	Percent of Total Responses
Very well	(1)	12	40
	(2)	13	43
	(3)	4	13
	(4)	-	-
Not at all well	(5)	1	3

Question 9. How many persons from other schools or districts have you informed of this project? (PLEASE GIVE YOUR BEST ESTIMATE)

Number responding: 30

Response Option	Number of Responses	Percent of Total Responses
1. None	4	13
2. One to five	9	30
3. Six to 25	8	27
4. 26 to 100	7	23
5. More than 100	2	7
Have you encouraged any of these persons to try this project in their school or district?		
1. Yes	19	70
2. No	8	30

Question 10. As things now stand, what would you say is the likelihood that your school will be working with the project (receiving training or implementing the project) in the next school year?

Number responding: 30

Response Option	Number of Responses	Percent of Total Responses
1. Virtually certain	17	57
2. Very likely	10	33
3. About 50-50	1	3
4. Unlikely	2	7
5. Virtually zero	-	-

Question 11. Compared to other schools in your district or area, how innovative would you say your school is in terms of adopting new educational ideas and methods?

Number responding: 30

Response Option	Number of Responses	Percent of Total Responses
Much more innovative than most (1)	9	30
(2)	12	40
(3)	8	27
(4)	1	3
Much less innovative than most (5)	-	-

Question 12. Compared to other school districts in the nation, how innovative would you say your district is in terms of adopting new educational ideas and methods?

Number responding: 28

Response Option	Number of Responses	Percent of Total Responses
Much more innovative than most (1)	8	29
(2)	9	32
(3)	9	32
(4)	2	7
Much less innovative than most (5)	-	-

Question 13. How would you characterize the position of each of the following individuals or groups regarding the implementation of this project in your school? (PLEASE CHECK ONE BOX FOR EACH GROUP)

	School Board		Superintendent		Principal		Project Teachers	
Response Option	No.	%	No.	%	No.	%	No.	%
Very supportive	16	59	18	69	25	83	24	80
Mildly supportive	10	37	8	31	4	13	5	17
Neutral	1	4	-	-	1	3	-	-
Mildly opposed	-	-	-	-	-	-	1	3
Antagonistic	-	-	-	-	-	-	-	-
Not relevant	1	*	1	*	-	-	-	-
Have no idea	2	*	1	*	-	-	-	-

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*Treated as missing data and not entered into counts of valid responses used to calculate percentages.

Question 13. (continued)

Response Option	Nonproject Teachers		Project Children		Parents and Community	
	No.	%	No.	%	No.	%
Very supportive	4	17	17	63	10	44
Mildly supportive	11	48	6	22	10	44
Neutral	7	30	3	11	3	13
Mildly opposed	1	4	1	4	-	-
Antagonistic	-	--	-	-	-	-
Not relevant	2	*	-	-	-	-
Have no idea	3	*	3	*	6	*

Question 14. Which of the following factors, if any, have prevented tryout of promising new programs or practices in your chool during the last two years? (PLEASE CHECK ALL THAT APPLY)

Number responding: 30

	Number of Respondents	Percent of Total Respondents
a. Lack of funds	21	70
b. School board is opposed to new ideas or programs	-	-
c. Superintendent is opposed to new ideas or programs	-	-
d. Teachers are opposed to new ideas or programs	1	3
f. Parents are opposed to new ideas or programs	-	-
g. None of the above	9	30

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*Treated as missing data and not entered into counts of valid responses used to calculate percentages.

Question 15. Which of the following groups or individuals, if any, have encouraged tryout of promising new practices and programs in your school during the last two years? (PLEASE CHECK ALL THAT APPLY)

Number responding: 30

	Number of Respondents	Percent of Total Respondents
a. School board	16	53
b. Superintendent or district office	24	80
c. Principal	27	90
d. Teachers	23	77
e. Parents	15	50
f. None of the above	-	-

Question 16. If your school is now or has been involved with other new education projects, do you feel these involvements have been successful or unsuccessful?

Number responding: 29 (1 checked "doesn't apply)

Response Option	Number of Responses	Percent of Total Responses
1. Largely successful	20	69
2. About equal number of successes and failures	9	31
3. Largely unsuccessful	-	-

Question 17. How many years has the principal been at this school (in any professional capacity)?

Number responding: 30

Response Option	Number of Responses	Percent of Total Responses
1. Less than two years	3	10
2. Two to five years	14	47
3. Six to 10 years	7	23
4. More than 10 years	6	20

Question 18. What is the average number of years that current faculty members have taught at your school?

Number responding: 30

Response Option	Number of Responses	Percent of Total Responses
1. Less than two years	-	-
2. Two to five years	7	23
3. Six to 10 years	20	67
4. More than 10 years	3	10

Please indicate the degree to which you agree or disagree with each of the following statements:

	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
Question (Number responding)	No.	%	No.	%	No.	%	No.	%
19. There are clear-cut procedures to use at this school whenever there are disagreements between teachers. (30)	7	23	23	77	-	-	-	-
20. The teachers and principal work together in deciding about schoolwide affairs. (30)	21	70	9	30	-	-	-	-
21. Educational practices have been changing too rapidly in the last 10 years. (30)	2	7	5	17	17	57	6	20
22. The teachers here pretty much do what the principal says. (30)	3	10	21	70	5	17	1	3
23. Most school policies and regulations are documented in a school manual of procedures. (30)	14	47	13	43	1	3	2	7

Question (Number responding)	Strongly Agree		Mostly Agree		Mostly Disagree		Strongly Disagree	
	No.	%	No.	%	No.	%	No.	%
24. Teachers here feel free to make known to the principal their criticisms of administrative policy. (30)	14	47	15	50	1	3	-	-
25. Schools work better if teachers don't spend their time trying out new ideas. (29)	-	-	2	7	13	43	14	47
26. Nost school rules and regulations are enforced. (30)	11	37	19	63	-	-	-	-
27. The principal here gives the teachers considerable freedom to run their classrooms as they think best. (30)	15	50	13	43	1	3	1	3
28. A teacher should consistently use his/her ideas of the best educational practices even though the administration prfers other views. (29)	1	3	13	43	13	43	2	7
29. Our faculty tends to form cliques. (29)	2	7	5	17	14	47	8	27
30. Faculty meetings in our school are mostly a waste of time. (30)	1	3	2	7	15	50	12	40
31. In general, the teachers at this school work well together. (30)	16	53	13	43	1	3	-	-

Table 31

RESPONSE TABULATIONS FOR
CENTRAL ADMINISTRATOR QUESTIONNAIRE
PART A

Question 1. What is your current position or title in this district? (PLEASE CHECK THE SINGLE MOST APPROPRIATE CATEGORY)

Number responding: 17

Response Option	Number of Responses	Percent of Total Responses
Superintendent	7	41
Assistant or Deputy Superintendent	1	6
Director of Federal Projects	1	6
Director of ELementary Education	-	-
Director of Secondary Education	-	-
Curriculum Coordinator	3	18
Evaluation Specialist	1	6
Other	4	24

Question 2. How familiar do you feel you are with your district's involvement with the above-named project?

Number responding: 17

Response Option		Number of Responses	Percent of Total Responses
Very familiar	(1)	6	35
	(2)	4	24
	(3)	6	35
	(4)	1	6
Not at all familiar	(5)	-	-

Question 3. In what ways was someone in your district's central office involved with the decision to implement or try out this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 17

	Number of Respondents	Percent of Total Respondents
We initiated the district's involvement with the project	7	41
We were directly involved in the decision process	6	35
We approved the decision	8	47
We were informed of the decision	4	24
We were not involved in the decision	-	-

Question 4. Has anyone from your district's central office attended any training sessions?

Number responding: 16 (1 checked "have no idea")

Response Option	Number of Responses	Percent of Total Responses
Yes	9	56
No	7	44

If "yes," about how many hours of training sessions have been attended? (PLEASE GIVE YOUR BEST ESTIMATE)

Number responding: 9

Response Option	Number of Responses	Percent of Total Responses
Less than two hours	-	-
Two to four hours	-	-
Five to eight hours	2	22
Nine to sixteen hours	4	44
More than sixteen hours	3	33

Question 5. In what ways is the central office (or a representative) involved in the operation of this project? (PLEASE CHECK ALL THAT APPLY)

Number responding: 17

	Number of Respondents	Percent of Total Respondents
We administer project funds	5	29
We supervise the overall operation of the project	11	65
We are involved in day-to-day operations of the project	1	6
We are evaluating the effectiveness of the project	7	41
We keep informed of project activities	10	59
Other	1	6
We are not involved with the project	-	-

Question 6. About how many colleagues from other districts have you informed of this project?

Number responding: 17

Response Option	Number of Responses	Percent of Total Responses
None	4	24
One to five	2	12
Six to 25	8	47
26 to 100	1	6
More than 100	2	12

Have you encouraged any of these persons to try this project in their district?

Number responding: 12 (4 checked "Doesn't apply")

Response Option	Number of Responses	Percent of Total Responses
Yes	11	92
No	1	8

Question 7. The project fills one of the major needs of our district.

Number responding: 17

Responde Option	Number of Responses	Percent of Total Responses
Strongly agree	9	53
Mostly agree	6	35
Mostly disagree	2	12
Strongly disagree	-	-

Question 8. All in all, how well do you think this project is working in your district?

Number responding: 16 (1 checked "have no idea")

Response Option		Number of Responses	Percent of Total Responses
Very well	(1)	7	44
	(2)	7	44
	(3)	2	12
	(4)	-	-
Not at all well	(5)	-	-

Question 9. As things now stand, what would you say is the likelihood that your district will be working with the project (receiving training or using the project in your district) in the next school year?

Number responding: 16

Response Option	Number of Responses	Percent of Total Responses
Virtually certain	12	75
Very likely	3	19
About 50-50	1	6
Unlikely	-	-
Virtually zero	-	-

Question 10. What is your best estimate of the total incremental cost of this project (i.e., the actual additional dollars spent by your school system) to date?

Number responding: 12 (4 checked "Have no idea")

Mean reported cost: $3,390.8

Standard Deviation: $3,545.38

Question 11. Compared to other school districts in the nation, how innovative would you say your district is in terms of adopting new educational ideas and methods?

Number responding: 17

Response Option		Number of Responses	Percent of Total Responses
Much more innovative than most	(1)	3	18
	(2)	11	65
	(3)	3	18
	(4)	-	-
Much less innovative than most	(5)	-	-

Question 12. If your district is now or has been involved with other new education projects, do you feel these involvements have been successful or unsuccessful?

Number responding: 17

Response Option	Number of Responses	Percent of Total Responses
Largely successful	13	76
About equal numbers of successes and failures	4	24
Largely unsuccessful	-	-

Question 13. Does your district provide renewal credit or other incentives for professional growth activities (such as in-service training, graduate courses, summer workshops, etc.) (PLEASE CHECK ONE)

Number responding: 17

Response Option	Number of Responses	Percent of Total Responses
Yes. for almost all such activities	8	47
Yes, for some activities	8	47
No	1	6
Varies from school to school within the district	-	-

Question 14. Which of the following factors, if any, have prevented tryout of promising new programs or practices in your district during the last two years? (PLEASE CHECK ALL THAT APPLY)

Number responding: 17

	Number of Respondents	Percent of Total Respondents
Lack of funds	15	88
School board is opposed to new ideas or programs	2	12
Superintendent is opposed to new ideas or programs	-	-
Principals are opposed to new ideas or programs	-	-
Teachers are opposed to new ideas or programs	2	12
Parents are opposed to new ideas or programs	1	6
None of the above	2	12

Question 15. Which of the following groups or individuals, if any, have encouraged tryout of promising new practices and programs in your district during the last two years? (PLEASE CHECK ALL THAT APPLY)

Number responding: 17

	Number of Respondents	Percent of Total Respondents
School board	9	53
Superintendent or district office	16	94
Principals	15	88
Teachers	13	76
Parents	7	41
None of the above	-	-

Question 16. Which of the following is usually the most responsible for your district's involvement with new educational ideas and practices? (PLEASE CHECK ONE)

Number responding: 13

Response Option	Number of Responses	Percent of Total Responses
Superintendent	1	8
Other person(s) in district's central administration	7	54
Building principals(s)	3	23
Teacher(s)	1	8
Other(s)	1	8

Please indicate the extent to which you agree or disagree with each of the following statements:

Question (Number responding)	Strongly Agree No.	Strongly Agree %	Mostly Agree No.	Mostly Agree %	Mostly Disagree No.	Mostly Disagree %	Strongly Disagree No.	Strongly Disagree %
17. Most district policies and regulations are well documented in a manual of procedures. (17)	4	24	8	47	5	29	-	-
18. Most district rules and regulations are enforced. (17)	2	12	13	76	1	6	1	6
19. Principals in this district feel free to make known to the superintendent their criticisms of administrative policy. (17)	6	35	10	59	-	-	1	6
20. Principals in this district pretty much do what the suprintendent says. (16)	3	19	11	69	2	12	-	-
21. The superintendent in this district delegates a great deal of authority to the principals. (17)	4	24	11	65	2	12	-	-

Table 32

RESPONSE TABULATIONS FOR CENTRAL ADMINISTRATOR QUESTIONNAIRE PART B--DISTRICT DESCRIPTIVE SUPPLEMENT

Question 1. About how many square miles does your school district cover?

Number responding: 18

Mean size of district: 5,535.3 square miles

Standard deviation: 17,630.35

Question 2. How many of each of the following kinds of public schools are a part of your district? (IF NONE, PLEASE ENTER "0" AS APPROPRIATE)

Number responding: 19	Mean No. of Schools	Standard Deviation
Elementary schools	32.4	41.27
Intermediate (junior high) schools	5.2	7.05
Secondary schools	6.4	7.98
Combination elementary and secondary schools	0.8	1.36
Other	1.2	2.42
Total Number of Public Schools	45.9	55.69

Question 3. What was the total student enrollment in your district in Fall 1975? (PLEASE DO NOT INCLUDE PRESCHOOL OR ADULT EDUCATION)

Number responding: 19

Mean Fall 1975 enrollment: 23,113.8

Standard deviation: 28,474.74

Question 4. What was the total student enrollment in your district in Fall 1970? (PLEASE DO NOT INCLUDE PRESCHOOL OR ADULT EDUCATION)

Number responding: 17

Mean Fall 1970 enrollment: 20,731.8

Standard deviation: 24,106.45

Question 5. How many of the following kinds of personnel are employed at schools in your district? (PLEASE COUNT ALL FULL- AND PART-TIME PERSONNEL IN EACH CATEGORY LISTED)

Number responding: 19	Mean No. of Persons	Standard Deviation
Regular classroom teachers	641.2	948.19
Specialized teaching staff (.e.g, remedial reading teachers, resource teachers)	98.8	160.13
Psychologists and counseling personnel	30.3	40.87
Teaching aides (paraprofessionals)	143.4	254.13

Question 6. How many professional staff are employed in your district central office? (PLEASE COUNT ALL FULL- AND PART-TIME PERSONNEL)

Number responding: 19

Mean number of professional staff in district central office: 21.1

Standard Deviation: 34.95

Question 7. How many professional staff members in your district office are assigned to research and development or evaluation activities? (PLEASE COUNT ALL FULL- AND PART-TIME PERSONNEL)

Number responding: 19

Mean number of professional staff assigned to research and development or evaluation activities: 2.6

Standard deviation: 4.83

Question 8. How many individuals hold the position of Deputy, Associate, or Assistant Superintendent in your district?

Number responding: 17	Mean No. of Persons	Standard Deviation
Deputy Superintendents	0.3	0.59
Associate Superintendents	0.4	1.22
Assistant Superintendents	1.6	1.73

Question 9. About what percentage of your district's pupils belong to each of the following racial or ethnic groups?

Number responding: 19

	Mean Percent	Standard Deviation
Caucasian	79	26.9
Black	11	21.6
American Indian	2	6.8
Spanish surname	7	17.0
Asian	1	1.4

Question 10. What was your district's total revenue for FY 1975 (the period July 1, 1974 - June 30, 1975)? (PLEASE GIVE BEST ESTIMATE)

Number responding: 18

Mean district revenue, FY 1975: $22,090,000

Standard deviation: $25,090,000

Question 11. Approximately what percent of this revenue came from each of the following sources? (PLEASE GIVE BEST ESTIMATE)

Number responding: 19

	Mean Percent	Standard Deviation
From Federal sources	6	5.6
From state sources	44	22.2
From local sources	35	21.6
From other sources	15	31.1

Question 12. What is your district's annual expenditure per pupil? (PLEASE AVERAGE ACROSS ALL GRADE LVELS SERVED, BUT DO NOT INCLUDE PRE-SCHOOL OR ADULT EDUCATION)

Number responding: 18

Mean annual per pupil expenditure: $1,177.3

Standard deviation: $482.27

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